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ABSTRACT

This final report is the 1972-73 evaluation of the ESEA, Title III project to establish regional centers for early childhood staff development in North Carolina. Chapter 1 lists the overall project objectives. Chapter 2 identifies and describes the project management staff. Chapter 3 is concerned with staff development, attitudes, and practices. Chapter 4 is concerned with the measurement and evaluation of the three areas of student growth: mental age, achievement, and classroom behavior. Chapter 5 describes the special education component of the program, whereby the needs of children with special learning problems are met within the context of the open classroom. The evaluation is mainly process-oriented, and the evaluator worked continuously with the project staff to expedite program changes indicated by the evaluation. (CS)

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FINAL EVALUATION REPORT

FOR

THE ESTABLISHMENT OF REGIONAL CENTERS FOR EARLY CHILDHOOD STAFF DEVELOPMENT

FUNDED UNDER

ESEA TITLE III, SECTION 306

Gaston County Board of Education
Box 1397
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August 1973

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INTRODUCTION

The Gaston County Board of Education contracted with the Learning Institute of North Carolina (LINC) to evaluate their ESEA Title III project, "The Establishment of Regional Centers for Early Childhood Staff Development." Preparation of this final evaluation report for the 1971-72 fiscal year was performed by LINC. Numerous sources were used for the descriptive-narrative sections of this report; most of the sources were obtained from literature submitted to LINC by the co-director responsible for the operation of the project. Wherever possible, information obtained from on-site visits, from correspondence and telephone discussions was included.

The format for this report was suggested in the booklet, Preparing Evaluation Reports--A Guide for Authors, published by the American Institute of Research.

The report was written by Ms. Suzanne Triplett, and edited by Ms. Marya Young. Ms. Triplett and Mr. Steve Schultz did the data processing analysis.

SUMMARY

In 1969, the North Carolina General Assembly appropriated $1 million for the establishment of the first state-supported kindergarten programs in North Carolina. Two classrooms were set up in eight schools, one located in each of the state's eight educational districts. State guidelines stated that the program would (a) establish kindergartens, (b) provide teacher education, (c) involve parents, (d) coordinate with other agencies, (e) evaluate the instructional program and (f) disseminate information concerning the project. In the summer of 1969, the Learning Institute of North Carolina (LINC) sponsored a month-long Early Childhood Education Study Conference at the Eliott Pearson Child Study Center, Tufts University, for administrative leadership from various interested school systems, universities, and the Department of Public Instruction in North Carolina. In September of that year, a two-week workshop was held in Greensboro for teams of persons (principals, kindergarten teachers and assistants, supervisors, and superintendents) from each of the eight schools participating in the original pilot program. Upon completion of the workshops, these persons returned to their local schools for two months of on-site planning and preparation. Children first entered the centers in early December, 1969. In 1970-71, ten additional centers were selected, making a total of eighteen state-supported kindergarten centers in North Carolina. Again, training was held for all eighteen schools. Teams of principals, teachers from grades K-3 and assistant teachers, special education personnel, and supervisors

came together for one month at two locations -- one in Eastern and another in Western North Carolina. The focus was not only on the kindergarten, but on the influence kindergarten has on the primary years. In 1971, the General Assembly continued support of the program and increased their commitment to Early Childhood Education by appropriating $4 1/2 million. Thirty-six new schools were selected -- making a total of 54 early childhood centers. Due to this dramatic increase in number of schools, additional funds were sought for continuing the staff development effort. To give adequate support to the new schools, there were established eight regional staff development centers -- one to be located at a school in each of the educational districts. EPDA supported the Eastern centers, and the Rutherfor County ESEA Title III, "The Establishment of Regional Centers for Early Childhood Staff Development" project supported the four Western ones. Regional Early Childhood Education Coordinators were hired to direct a summer training institute at the Staff Development Center site, or at a college or university, and to provide follow-up assistance throughout the year to the schools within their respective districts.* A state coordinator of Early Childhood Education Staff Development was attached to LINC.

Beginning July 1, 1972, many significant changes occurred which affected the operation of this project, either directly or indirectly. For example, stemming from a recommendation by the project decision-makers, a state early childhood education Steering Committee was appointed jointly by Dr. A. Craig Phillips, State

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*See the 1972 "Final Evaluation Report for the Establishment of Regional Centers for Early Childhood Staff Development" for discussions concerning the 1971-72 program.

Superintendent of Public Instruction, and Dr. Richard S. Ray, Executive Director of the Learning Institute of North Carolina, to help coordinate the various aspects of the state's early childhood education program. The Steering Committee is composed of SDPI and LINC representatives, a regional early childhood education coodinator, a principal, a superintendent representing local education agencies, and representatives from colleges, universities and parent groups. The responsibilities of the committee have included the following: to review and critique the programmatic, instructional and staff development aspects of the early childhood program; to disseminate appropriate information to the various media; and to advise the Early Childhood Education Division (SDPI) on programmatic, instructional and staff development issues.

This project, ESEA Title III, "The Establishment of Regional Centers for Early Childhood Staff Development," was renegotiated with the USOE Project Officer to change the fiscal responsibility from Rutherford County in the eighth district to Gaston County in the sixth district, at the request of the Rutherford County School Board. No program modifications are related to the change of fiscal agents.

On the recommendation of the United States Office of Education, the Special Education component of the project was rewritten for this the second year (1972-73) of the project. The new Special Education component incorporates a special education coordinator to 1) work with the regional coordinators for staff development during the summer training institutes and follow-up activities and 2) direct the special education activities in the model center specializing in the integration of developmentally handicapped children into the regular classroom.

Twenty new centers were added to the program in 1972, bringing the total to 79 centers in 74 school districts across the state. Each coordinator served eight to ten schools within his/her district, with a total of 40 schools located in the Western area. Approximately 400 persons came as teams from these 40 schools to the summer institutes held in each of the four districts during the summer of 1972. Some major emphases of these institutes were team communications, the basic theory underlying early childhood development, and innovations in curriculum. One of the strongest points of the training program was the opportunity to set up an informal classroom so that participants could implement the concepts of individualized instruction with children, including exceptional children integrated into the regular classroom. The Special Education Coordinator and special education resource teachers were on hand during the summer, as well as during the school year, to work with these children and to lend expertise to the regular classroom teacher.

The North Carolina Early Childhood Education program has been modeled after the British Infant School approach in which children learn by doing. The teacher's careful observation and continuous guidance allow the child to progress at his/her own pace and in his/her own unique way of learning. Since many of these classes are multi-aged, older children can assist the younger children and by so doing, reinforce their own learning. With this flexible, more individualized program, parents, as well as persons from social services, mental health, and other community agencies, observe and participate in the classroom with children. Parents, school staff, and community agencies are also involved in local advisory councils in each district and in a Western Advisory Council which includes persons from all four of the districts.

One of this project's prime goals is to develop a team spirit across the state for the support of high quality programs for young children. Not only have parents and community agencies been involved, but, from the outset, a special relationship has developed among participating school systems, colleges and universities, SDPI and LINC. Universities have given course credit for the summer programs, housed participants, and provided consultants and student teachers. The State Department of Public Instruction and LINC have provided coordination, secured funding, provided personnel for summer institute staffs, and provided technical assistance throughout the year. Schools, too, truly have developed teams -- principals, as well as teachers, are very much involved with children. Teachers plan together, visit other schools, attend workshops, and bring back new ideas for the entire staff. The follow-up activities have been spearheaded by the four Regional Early Childhood Education Coordinators. Evaluation of the project is another key element.

The most significant change that occurred during the 1972-73 project year was action taken by the 1973 General Assembly to make state-supported kindergarten programs available to all five-year-old children in North Carolina by 1978. This legislation* has many implications for this project, some of which are discussed below.

1) Approximately 600 new schools will have a kindergarten classroom (23-26 children, a teacher and a teacher assistant) during the 1973-74 school year. Therefore, 1973 summer training institutes will involve approximately 2,500 K-3 teachers and teacher assistants,

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*See "Standards, Policies and Guidelines for Implementation of Kindergarten-Early Childhood Education in North Carolina" in Appendix B.

and about 600 principals.

2) As a result of the substantial increase in numbers of staff to be trained and schools to be coordinated, the role of the staff development coordinator has expanded beyond just staff development responsibilities. The SDPI has recognized this evolution of the coordinator's role by re-naming the position 'Regional Early Childhood Education Coordinator'. (This report will use the new nomenclature.)

3) The coordinator's position has been institutionalized, as evidenced by the creation of a job description by the State Department. The four Eastern coordinator positions previously funded by EPDA funds will be incorporated into the SDPI's Division of Early Childhood Education staff supported by state funds. It is projected that the four Western coordinator positions will be similarly assimilated next year when the Title III project is completed.

4) The role of the project director is also changing and will be redefined during the third project year to reflect the new role.

5) The state assessment and evaluation efforts, which began with the opening of the original kindergarten centers, are currently being studied by the SDPI.

The following 1972-73 evaluation of the ESEA, Title III project, "The Establishment of Regional Centers for Early Child Staff Development," is divided into five sections based on the project's performance objectives -- Overall Project Objectives for One Year, Project Management Staff, Staff Development Component, Student Component, and Special Education Component. The management for this project includes the two co-directors, Bernard Schein and John Goff, and the four Regional Early Childhood Education Coordinators: Altha Manning, District V; Nancy Hefner, District VI; Don Williams*, District VII; and Bob Kimzey, District VIII. The staff for this project are the participants in the summer institutes at the four Western districts, and the students are the approximately 3,400 kindergarten students served by the State Kindergarten/Early Childhood Education Program.

The data used for the student objectives are the pre- and post-test data for all of the five-year-old children tested throughout North Carolina. This testing was done as a part of the statewide kindergarten assessment and financed by state funds, but the test results are directly related to the objectives of the project.

Evaluation results have been internalized by the program decision-makers (SDPI, LINC, and LEAs) and the regional coordinators throughout the year. The evaluator has worked continuously with the project staff to expedite changes indicated by the evaluation. Test results are continuously utilized as they become available and are needed to insure that appropriate changes are made to meet the needs of the individuals involved -- project staff, teachers, teacher assistants, principals and/or children. The project evaluation is mainly process-oriented and, to a great extent, the process will be dictated by the changes in the state program for next year. Therefore, because of the continual evaluation and the evaluation in the state's program, this evaluation report reflects only a few evaluator conclusions and recommendations based on data presented. The data have been either analyzed concurrently with the project, or they will be analyzed by the appropriate project staff and SDPI early childhood education personnel in preparation for next year's program.

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*Dr. David Kingsley served as the coordinator in District VII through October, 1972; Son Williams, headmaster of Goring Primary School, England, filled the position from the first of April until the end of the year.

CHAPTER I

OVERALL PROJECT OBJECTIVES FOR ONE YEAR (1972-73)

The guidelines used in writing the 1972-73 project proposal required that overall project objectives for one year be identified and supported by component sets that include (1) the product objective, and its (2) operational process objective and (3) management process objective. The three program components -- Staff Development Component, Student Component and Special Education Component -- complement the project's overall one-year objectives; therefore, in preparing this report, the presentation and discussion of data analyses and results for the individual objectives will be reported within their respective component sections. (Refer to Chapter III for the Staff Development Component; to Chapter IV for the Student Component; and to Chapter V for the Special Education Component.)

To provide the reader with a view of the scope of project objectives, each objective is stated below and "keyed" by page number reference to its discussion as a component objective. It should be noted that the component objectives are numbered to correspond to the overall objectives: *e.g.*, overall objective 1.1 will be referenced by page number to the staff development objective 1.1 (product objective). Accordingly, the process objectives have corresponding identification: *e.g.*, 1.1a (operational process) and 1.1b (management process).

The overall project objectives for 1972-73 are as follows:

(1) Staff Development

(1.1) By July 1, 1973, K-3 teachers receiving instruction in staff development during the summer of 1972 will show a significant (.05) positive change in Subject Matter Emphasis, Student Freedom, Specialization, Empathy, Student-Regulated Classroom and Student Involvement, as evidenced by the pre-post scores on the LINC Teacher Beliefs Survey, administered to a randomly selected sample of participants. (page 78)

(1.2) By July 1, 1973, K-3 teachers designated to receive training in the 1972 summer institutes for the first time will demonstrate a significant (.05) change in their use of Intra-Class Grouping Techniques, Multi-Media Teaching, Differentiating Assignments, and Promotion of Self-Direction in Learning, as evidenced by the LINC Classroom Observation Scale administered by outside observers in May 1972 and May 1973. (page 88)

(1.3) By July 1, 1973, the principals who attend the 1972 summer institute will demonstrate local leadership, as evidenced by a significant (.05) positive increase in their activities in leadership roles as perceived by their respective K-3 teachers. A survey to determine this perception will be administered pre and post. (page 92)

(1.4) By July 1, 1973, persons participating in the 1972 summer institutes will demonstrate a significant (.05) positive growth in their attitude toward school team relationships, as evidenced by their scores on selected subscales of the Purdue Teacher Opinionaire or an appropriate instrument administered pre and post. (page 95)

(2) Students

(2.1) By July 1, 1973, 5-year-old students receiving instruction from teachers who participated in training programs conducted by the Regional Centers will gain 1.4 months in mental age for each month of kindergarten enrollment, as measured by the Draw-A-Man Test to be given in the Fall of 1972 and in the Spring of 1973 by the classroom teacher. (page 107)

(2.2) By July 1, 1973, 5-year-old students (including developmentally handicapped) receiving instruction from teachers who participated in training programs conducted by the Regional Centers for their educational development will increase, as demonstrated by an increase in their mean scores on the TOBE (Test of Basic Experiences) to ranking at least 25 percentiles higher when the scores of the Fall of 1972 and the Spring of 1973 are compared. (page 109)

(2.3) By July 1, 1973, 5-year-old students (including developmentally handicapped) receiving instruction from teachers who participated in training programs conducted by the Regional Centers will demonstrate a statistically significant (.05) positive change on 1) the Social Behavior subscale, 2) the Extroversion/Introversion subscale, and 3) the Task Orientation subscale of the Teacher Rating of Pupil Behavior Scale to be administered in the Fall of 1972 and the Spring of 1973 by the classroom teacher. (page 111)

(2.4) By July 1, 1973, students aged 6 through 8 who were taught as 5-year olds by teachers who participated in staff development will score significantly (.05) higher on each subscale of the Metropolitan Achievement Test than students aged 6 through 8 who were not taught as 5-year olds but who were tested as control students. The Metropolitan Achievement Test will be administered in the Spring of the school year. (page 115)

(2.5) By July 1, 1973, students (including developmentally handicapped) aged 6 through 8 who were taught as 5-year olds by teachers who participated in staff development will score significantly (.05) higher on the Extroversion, Task Orientation and Positive Social Behavior subscales of the Classroom Behavior Inventory than students aged 6 through 8 who were not taught as 5-year olds but who were tested as control students. The Classroom Behavior Inventory will be administered in the Spring and Fall of the school year by the classroom teacher. (page 116)

(3) Special Education

(3.1) By July 1, 1973, the K-3 teachers participating in staff development during the 1972 summer institutes will demonstrate a significantly (.05) more positive attitude toward developmentally handicapped children, as evidenced by an attitude survey administered pre and post. (page 123)

(3.2) By July 1, 1973, the K-3 teachers in the center specializing in the integration of developmentally handicapped children into the regular classroom, who participated in staff development during the 1972 summer institutes, will demonstrate the effective use of resource personnel for the developmentally handicapped child, as evidenced by the activity log of the special education consultant and on-site observations of the project director. (page 127)

(3.3) By July 1, 1973, the K-3 teachers from the center specializing in the integration of developmentally handicapped children into the regular classroom, who participate in staff development, will demonstrate the integration of all children into the regular classroom, as evidenced by a report of no exclusion of developmentally handicapped children from regular to special education classrooms. (page 127)

(3.4) [Since a major objective of this project is to avoid the exclusion of developmentally handicapped children from the regular classroom, we feel that the objectives relating to Students (see 2.1-2.7 above) are reasonable objectives for the Special Education Component. Please note that developmentally handicapped children are specifically stated as being in the population to which the objectives refer. The reader may assume the accomplishment of Student objectives, both normal and developmentally handicapped students, as criteria for judging the project. A comparison will be made of the children in the center specializing in the integration of developmentally handicapped children into the regular classroom with a self-contained classroom (control).]

CHAPTER II

PROJECT MANAGEMENT STAFF

The purposes of this chapter are to identify and describe those positions of management-level personnel funded through this project, and to determine the fulfillment of the performance objectives dealing with their duties and responsibilities. Because of the thorough nature of the objectives, the most detailed discussions of the positions will be included in the answers to the objectives. The project management staff is divided into four divisions, each of which is discussed below.

1. Project Director

As the state early childhood staff development coordinator, the project director is responsible for directing all of the management functions of this project (*i.e.*, evaluation, audit, hiring and coordination of the staff, time line activities, acting as liaison for Gaston County, LINC, SDPI and USOE, *etc.*). Further, the overall administration and coordination of summer training institutes and the follow-up activities in the eastern and western districts are major responsibilities in this position. The project director is also charged with providing on-site technical assistance to the staff development coordinators by organizing follow-up regional study conferences, assisting in the summer institutes, and making observational visits to representative early childhood schools. The project director must also plan and conduct monthly coordinators' meetings and statewide meetings for the project school staffs.

The 1972-73 ESEA Title III project director was Bernard Schein. Fifty percent (50%) of the funding for this position is allocated from ESEA Title III sources, and the remaining 50% is received through LINC from other funding sources. This system of shared funding allows the project director to serve as the coordinator of early childhood staff development activities on a statewide basis. [It should be noted here that staff development activities in the four western North Carolina educational districts are funded through ESEA Title III, while the activities in the four eastern districts are supported through EPDA funds.]

In the interests of efficient and expeditious statewide operation of the project, a special arrangement was made with Gaston County to house the project director in the Durham offices of the Learning Institute of North Carolina, where he is a member of LINC's staff of early childhood education specialists.

2. Regional Early Childhood Education Coordinators

At the next level of project management are the Regional Early Childhood Education Coordinators. The coordinators supported by this project are located in North Carolina Educational Districts V, VI, VII and VIII. (See Figure 1 for a North Carolina map showing the boundaries of the four western districts.) The coordinators -- for whom vita information is provided in Appendix A -- and their respective districts are:

District I	Velma Smith
District II	George Hodges
District III	Marshall Brooks
District IV	Larry Marker
*District V	Altha Manning

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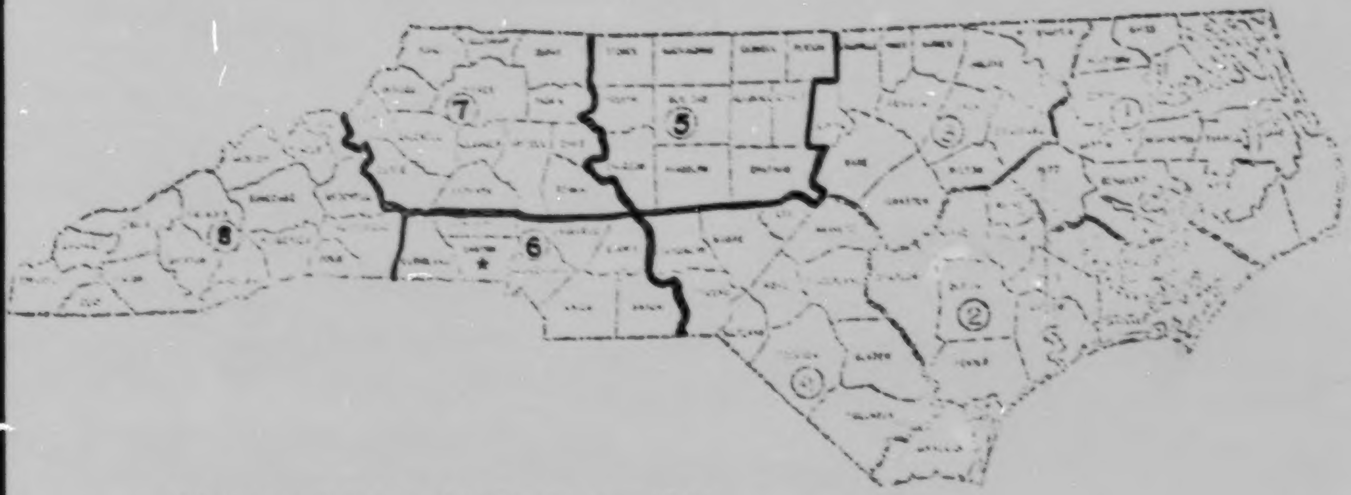
*Positions funded through ESEA Title III.

Figure 1

EIGHT EDUCATIONAL DISTRICTS
NORTH CAROLINA



*Gaston County (ESEA Title III)

*District VI Nancy Hefner
*District VII Don Williams (As of April 1973)**
*District VIII Bob Kimzey.

The regional coordinators are deeply involved in the complex business of incorporating five-year-olds into the schools and of effecting change in the K-3 programs for the entire state. Even though coordination of staff development from superintendent to teacher assistant is a fundamental part of their job description, it does not represent the entire scope of their responsibilities as the program expands from a pilot study effort to a statewide early childhood education program. Table 1 describes the duties of the early childhood regional coordinators, as stated by James Jenkins, the Director of Kindergarten/Early Childhood Education at the State Department of Public Instruction.

Intra-district responsibilities include planning and directing regional summer training institutes for the K-3 teaching teams*** from the new early childhood centers, serving as staff members for the Principals' Conference, training new personnel in student assessment, and organizing on-site visits to the project centers every two months. The western coordinators produced a report evaluating their summer institutes and distributed monthly newsletters within their districts and to the eastern coordinators. [Some specific examples of staff development activities of the coordinators include:

---

*Positions funded through ESEA Title III.

**See discussion concerning the coordinator for District VII on page .

***Example: A team may consist of the kindergarten teachers and teacher assistants, first-, second- and third-grade teacher representatives, the special education teacher and/or librarian, the principal, and possibly an elementary supervisor representing the LEA.

TABLE 1
DUTIES OF EARLY CHILDHOOD REGIONAL COORDINATORS

1. To plan with regional coordinators and other state department personnel, policies and programs which affect state and district K/ECE activities. Specific responsibilities include advising and giving technical assistance on budgetary matters on a statewide basis; planning and scheduling statewide summer institutes, workshops, and conferences; working with representatives from other divisions and state agencies to promote compatibility in programs which affect young children.

   Examples:

   Career Education, AMA, Special Education

2. To work with regional coordinators and the Director of the K/ECE Division to plan and administer fiscal and program components of statewide summer institutes, workshops, and conferences.

3. To contribute to the policies governing the operation of the state K/ECE program.

   Examples:

   Drawing up guidelines for submission to the State Board of Education. Making recommendations concerning evaluation of the K/ECE program.

Region

4. To develop and implement programs for young children by planning, organizing, coordinating and/or directing services which include: An orientation of school systems to the state K/ECE Program; advising school systems on budgetary and programmatic concerns relative to their administration of the K/ECE Program; assisting school systems in planning and implementing institutes and follow-up; providing technical assistance to individual teachers.

5. To plan and administer fiscal and program components of regional summer institutes, workshops and conferences.

6. To promote open channels of communication among individuals involved and/or concerned with developing programs of K/ECE through: coordinating inter-school visitation and follow-up, sponsoring conferences for LEA leadership personnel; and, offering technical assistance to local school personnel for working with parents.

7. To disseminate information to the public and educators through: the new media; newsletters; and meetings with local P. T. A. and civic groups.

8. To bring together other support agencies at the state and regional level to prevent duplication of effort and to promote the sharing of ideas that are beneficial to children.

9. To establish relationships with institutions of higher learning in order to promote compatibility between early childhood personnel training programs and the K/ECE program.

10. To establish relationships with institutions of higher education for the purpose of shared use of facilities and human resources and to cooperate in research and development projects.

Examples:

Shared use of facilities, resources and cooperative projects

1. Location of Institutes and other meetings
2. Institutions of higher education using Staff Development Centers and schools with the state EC program for workshops locations, and community meetings
3. Institutions of higher education use state program teachers to conduct workshops
4. Staff Development Coordinators give lectures, seminars and workshops in early childhood training cources held in Institions of higher education
5. Staff Development Coordinator assist in establishment of Teacher Centers located at Institution of higher education
6. Staff Development Coordinator assist local school system in establishing relationships with EC personnel at Institution of higher education for local staff development activities.
7. Staff Development Coordinator assist institution of higher education in planning and implementing changes in EC teacher training curriculum
8. Higher education Institution use state EC programs for their intern programs
9. Staff Development Coordinator work with Higher Education Institution personnel in developing and implementing a model educational program for mainstreaming special education children.
10. Higher Education Institutes use state EC programs for research in designing their teacher training programs

Mr. Kimzey (VIII) produced a slide-tape on the role of the special education resource teacher. Ms. Siviter (Special Education Coordinator) is currently preparing a slide-tape presentation featuring the Polkville Elementary School kindergarten program. Each of the western coordinators has taken slides (in relation to the objectives of this project) that will be combined for a comprehensive slide-tape presentation on the programmatic aspects of this project. Ms. Manning (V) produced an information bulletin for distribution to the advisory council and the schools in her district.] Also, the western regional coordinators worked with their respective district advisory councils and served on the Western North Carolina Staff Development Advisory Council.

As outlined above, the majority of the responsibilities of the individual regional coordinator are involved with activities within his/her district; but, the coordinators undertake notable extensions of these activities. For example: (a) The eight regional coordinators, with the assistance of the project director and early childhood personnel from LINC and SPDI, conducted a statewide Principals' Conference in July 1972 for the principals of the 79 schools involved in the state early childhood program. (b) Every month, the coordinators attended a meeting conducted by the project director for the purpose of consolidating the ongoing activities in the eight regional districts and SDPI and LINC. During this year of the project, these monthly meetings have assumed larger perspectives than before: besides providing the opportunity to share, discuss and evaluate, these meetings have been used to plan for the statewide expansion of the early childhood education program. (Refer to the "Introduction" for the discussion of the legislative actions concerning early childhood education in North Carolina.)

Some pertinent activities undertaken and accomplished in the monthly coordinators' meetings were: (a) writing guidelines (presented in Appendix B) for the state early childhood education program; (b) preparing budget proposals for individual schools to implement future staff development activities and evaluations; (c) developing a proposal to present to the Steering Committee concerning revision of the early childhood education evaluation and research design; (d) devising the form for submission to the State Superintendent of Public Instruction of yearly plans by the LEA upon acceptance of a kindergarten center; and (e) effecting the mechanism for the staff development of approximately 2,000 teachers and 400 principals new to the program as of September 1973.

In addition to these substantial supplemental activities, each coordinator participates in inter-district workshops, principals' and/or supervisors' meetings, discussion groups and, in the western districts, the Western North Carolina Staff Development Advisory Council.

To illustrate the scope of a coordinator's schedule, the following excerpts from the activity log of the District VI coordinator (Nancy Hefner) provide an overview of continuous activities undertaken in addition to those prescribed in the project objectives.

10/2/72	North Brook (#46) PTA Program
10/4/72	Albemarle City Workshop
10/3-4/73	Gill Walsh worked with me at North Albemarle Elementary (#42). On the afternoon of 10/3 a discussion on science and the natural environment was held with the kindergarten personnel and the supervisor. On 10/4 Gill and I rearranged a traditional classroom, setting up interest centers, and held discussion groups on how the child-centered classroom would be used and materials available. 69 teachers and administrators from the Albemarle City School System participated.
10/5/72	Gill Walsh worked with me at Winecoff Elem. (#44). Observations were made in all K-3 classrooms and a discussion held with the principal on growth steps possible at this stage of development.

10/13-14/72	NCKA Teacher-Made Materials Workshop, total 124 participants.
10/18/72	Bernie Schein and Suzanne Triplett visited Woodhill Elem. (#6). An afternoon discussion was held with three sixth grade teachers concerning methods of opening their environments and providing more individualized activities.
10/19/72	Suzanne Triplett visited Polkville Elem. (#69) to observe and critique the kindergarten environment.
10/20/72	University Day planning meeting with UNC/Charlotte representatives.
10/24/72	Ruth Woodson and a State Department Intern visited Polkville Elem. (#69) to observe and critique the kindergarten program.
10/30/72	Bob Kimzey worked in the Clear Creek (#45) K-1 environments, concentrating on the area of Language Experience Approach to Reading. An afternoon discussion was held with the personnel.
*** 11/2/72	All schools except Unionville Elem. and North Albemarle Elem. participated in the District Study Conference. Slides of the 1972 Summer Institute were followed by small group discussions in which participants were asked to evaluate the Institute in retrospect, suggest changes for the future, and discuss problems of the school year. Evaluations of the Institute were very much like those done previously.
11/6/72	Betty Siviter worked at North Brook #2 (#46) with K-3 teachers.
11/7/72	Betty Siviter worked at Woodhill Elementary (#6) with the resource teachers.
11/8-9/72	Betty Siviter worked with K-3 teachers at Unionville Elem. (#70). On the afternoon of 11/9 she held a discussion workshop with Unionville and Wadesboro (#56) K teachers, assistants and principals.
11/8/72	Bob Jones served as a consultant at Woodhill Elem. (#6) and conducted an afternoon workshop dealing with communication skills.
11/9/72	Open classroom workshop at Mt. Pleasant Elementary, 37 participants.
11/10/72	Worked at North Canton Elementary, Canton, N. C., with two first grade teachers. Betty Siviter conducted workshops on exceptional children for participants of the Cabarrus County Summer Workshop and Wifecoff Elementary (#44).
11/16/72	Charlotte Barnes worked with K-3 teachers at Wadesboro Central (#56) and held an afternoon discussion period.
11/17/72	Charlotte Barnes worked with K-3 teachers at Unionville Elem. (#70) and held an afternoon discussion period.

11/27/72	Bob Kimzey met with K-1 parents of Clear Creek Elem. (#45) to discuss the program and answer questions.
11/28-29/72	Materials, candle-making and weaving workshop at Hampton School, Greensboro, 50 participants.
11/30/72	Bernie Schein and Suzanne Triplett worked with 3 sixth grade teachers at Woodhill Elem. (#6).
***	
12/1/72	Bernie Schein and Suzanne Triplett from LINC worked with me serving as consultants to sixth grade teachers at Woodhill (#6). We each worked in a sixth grade classroom helping children move from textbook-oriented learning to activity-based learning. The day was evaluated with the teachers in an afternoon discussion period.
12/5/72	John Ogle from the SDPI served as a consultant for cluster math workshops held at Woodhill. All schools with State K/EC programs within the Sixth Education District and Title I personnel with the Kings Mountain, Cleveland County, Union County and Charlotte/Mecklenburg School systems were served. John reviewed and extended learnings begun in the 1972 Summer Institute.
12/7/72	The principal, one K teacher and one assistant from Polkville (#69) and two K teachers from Unionville (#70) went with me to observe at Proctor Kindergarten, Rutherford County Schools. An afternoon discussion was held. The teachers and principal of Proctor and the County Title I personnel were there to discuss their program and answer questions.
12/8/72	Classroom observation and critique at Woodhill (#6). Bob Kimzey, and a principal and teacher from his district, also observed this situation and were part of the afternoon discussion.
***	
1/3/73	John Ogle conducted two workshops in which participants from throughout the Sixth District were clustered by schools. Participants made math materials for their interest centers.
1/4/73	Winecoff (#44) was featured on WSOC-TV Channel 9 news, and on a Cabarrus County local radio station January 19.
1/5/73	Title I Reading Project Committee Meeting.
1/11/73	Teacher-Made Materials Workshop, Statesville City Schools, 30 participants.
1/15/73	Evaluation and Long Range Planning Conference
1/24/73	Meeting with UNC/Charlotte personnel
1/25/73	Teacher-Made Materials Workshop, Statesville City Schools, 31 participants.
1/27/73	Multi-Aging in Day Care Workshop, Charlotte Social Services Department, 30 participants.

1/24/73 Observation and critique with K teachers at Central (#56). Principal has been ill great part of this year, and the K teachers have received little ongoing supervision and encouragement; therefore, the program is rather dormant.

1/29/73 Met with upper elementary teachers and reading specialist at Woodhill (#6) to evaluate and plan reading programs. Children are now being worked with in environment rather than in reading room.

1/31/73 Teacher-Made Materials Workshop, UNC/Charlotte student teachers, 87 participants and 6 University Representatives.

***

2/1/73 Kindergarten teacher and one assistant from Polkville (#69) and two kindergarten assistants from Unionville (#70) observed with me at Proctor Kindergarten in the Rutherford County Schools. A very helpful discussion period with the principal and teachers of Proctor followed the observations.

2/2/73 Betty Siviter worked with resource teachers at Woodhill (#6).

2/5/73 Status Committee meeting. Betty Siviter worked with the resource teachers at Winecoff (#44).

2/6/73 Betty Siviter and I worked with the K-1 teachers at Clear Creek (#45). John Ogle and Bob Jones conducted math workshops at Winecoff for teachers in the Cabarrus County School System, 135 participants.

2/7/73 Betty Siviter and Gill Walsh worked with K-1 teachers at Henry Grove (#9) and conducted an afternoon workshop in recordkeeping.

2/8/73 Gill Walsh worked at Henry Grove and conducted an afternoon workshop in math. Betty Siviter worked with K-3 teachers at Central (#56).

2/8-9-10/73 Three very successful days of Dulcimer-Making Workshops for schools throughout this district and some in the sixth district.

2/26/73 Met with kindergarten supervisor of Kings Mountain City Schools.

2/27/73 Met with two Assistant Superintendents of Charlotte/Mecklenburg System. Also met with UNC/Charlotte Early Childhood personnel.

***

3/1/73 Worked at Polkville (#69) with Kindergarten and resource center personnel.

3/5-6/73 Child observation and critique with teachers at Woodhill.

3/6/73 Gill Walsh worked at Henry Grove (#9) with K-3 teachers. John Ogle conducted math workshops at Winecoff (#44) for 120 K-3 teachers of the Cabarrus County School system.

3/7/73	Joint meeting between College Representatives and principals of K/EC centers in Sixth Education District. Gill Walsh, Jim Jenkins and Andy Phillips helped with the program; 18 participated.
3/8/73	Served as Consultant to Centenary Methodist Church, Winston meeting with teachers, director school board and parents, 100 participated.
3/15/73	Attended Alpha Time workshop.
3/20/73	Visited Gardner-Webb College to discuss possible Institute plans. John Ogle conducted math workshops at Winecoff (#44) for 120 4-6 teachers of the Cabarrus County School system.
3/21/73	Three members of the Woodhill Advisory Council visited Polkville (#69) with the coordinator. Met with Superintendent, Assistant Superintendent, Director of Instruction, Director of Special Services and Title I Director of Shelby City Schools.
3/23/73	Western Coordinators' Workday.
3/26/73	Met with Assistant Superintendent of Cabarrus County and Winecoff principal to make additional summer workshop plans. Guideline Committee Meeing.
3/28/73	Met with Administrative Assistant for School Operation and three supervisors of the Charlotte/Mecklenburg School System to plan their summer Institute.
3/29/73	Science workshop by Altha Manning for all K-3 personnel at North Brook (#46).
3/30/73	Served as consultant for math materials workshop for 8th education district, 65 participants.
***	
4/2/73	Bernie Schein and Suzanne Triplett from LINC and I observed and discussed the program with 3 sixth grade teachers from Woodhill (#6).
4/4/73	Worked in traditional first grade class in Albemarle (#42) to help set up interest centers and individualize instruction.
4/5/73	Betty Siviter worked with K-3 teacher at Central (#56).
4/17/73	Visitation to primary classes at Woodhill (#6) and afternoon group discussion with Gill Walsh.
4/18/73	Gill Walsh visited elementary classes at Woodhill and held afternoon discussion with teachers.
4/26/73	Visitation and afternoon discussion to plan for next year with K personnel and principal at Polkville (#69).

***

5/1-2/73	Worked on Institute plans.
5/3/73	Western North Carolina Advisory Council meeting.
5/1/73	Gill Walsh worked with K personnel at Unionville (#70).
5/3/73	Gill Walsh worked with 3rd grade teachers at Henry Grove (#9). Teacher observations at Unionville. Worked with Superintendent and finance personnel on budget; worked with principal and K personnel on program plans and equipment and supply needs.
5/8/73	New principal for Henry Grove (#9) observed with me at Clear Creek (#45); discussed program with teachers and principal; I met with Stanley County personnel who were also observing there to discuss program possibilities for 1973-74; afterwards met with Clear Creek K-2 personnel and principal to discuss and plan program for 1973-74.
5/9/73	Observed K-3 personnel at Central (#56); met with all personnel after school.
5/11/73	Worked with Cleveland County Superintendent planning school rennovations for new EC programs. Attended meeting with Michael Tracy at Polkville.
5/23/73	Met with Mr. Hart, Jessie Register, Ed Tyson and teachers to finalize plans for Cabarrus County Summer Workshop.
5/24/73	Two K teachers and two first grade teachers from Central (#56) observed with me at Polkville (#69) and met with teachers and principal to discuss program operation and implications for their program.

District VII: A special discussion is included here in order to appropriately describe the circumstances that occurred in District VII during the 1972-73 project year. Dr. David Kingsley served as the regional coordinator for the district through the summer of 1972 and until the following October coordinators' meeting, after which he resigned. Although Dr. Kingsley did conduct a Summer Training Institute for the new centers in District VII, a Summer Institute Report was not prepared for submission to the evaluator. However, an acceptable discussion summarizing District VII activities from August through mid-October was submitted by Dr. Kingsley. A replacement was not available for the District VII coordinator position until April 1973, when

Don Williams, headmaster at Goring Primary School in Oxfordshire, England, was appointed to complete the year and conduct the 1973 summer training program for District VII staff.

In the interim between the resignation of Dr. Kingsley and the assignment of Mr. Williams, the three western regional staff development coordinators, the special education coordinator, and the SDPI and LINC early childhood specialists conducted appropriate activities upon request from individuals involved in the project. Since these activities were not handled from a central source, the inclusion of detailed discussions or evaluation are not feasible within the confines of the report.

3. Councils

a. District Advisory Councils:

For the past two years of operation (1971-72 and 1972-73), this project has been committed to generating the active involvement of parents, college and university persons, and community agency representatives. Accordingly, during the first year of ESEA funding, district advisory councils were formed in each of the four western districts to review, evaluate and make recommendations to the regional coordinator concerning the program.

The membership of the district advisory councils has been made up exclusively of representatives from the four communities served by the schools at which the offices of the four western coordinators were housed. Therefore, the term "District Advisory Councils" is misleading in that they have not had representation from the other communities with early childhood centers within the districts. To remedy this situation, the coordinators are working with the

Parent-Teacher Associations and principals of the centers to encourage them to assume the role prescribed for the district advisory councils. Principals particularly are being urged to share the appropriate leadership roles in these groups and to serve as liaisons between the PTA groups and the regional coordinators.

The scope of the early childhood education program has broadened from the original 16 kindergarten classrooms at the beginning of the project four years ago, to more than 650 kindergarten classrooms in 1973-74, making it necessary that the coordinators assume many new responsibilities and relinquish some of the original duties. In line with this expansion of the program, the coordinators in Districts VII and VIII are no longer housed at early childhood centers but in their respective State Regional Education Offices located in counties where their district advisory councils are not based.

All of the above-stated changes have generated the recommendation that the district advisory councils as originally formed be dropped for the final year of the project and replaced by organizing and commissioning local PTA groups to serve in the advisory capacity.

b. The Western North Carolina Staff Development Advisory Council:

The WNCSDAC retains two major goals: (1) to share information across districts, and (2) to assist in the dissemination of information concerning the project. It is hoped that the representation of a liaison from each PTA and increased emphasis on local leadership will expand the membership of the WNCSDAC, which has heretofore been composed of representatives from the somewhat parochial district advisory council memberships.

c. Steering Committee:

To fulfill this project's commitment to secure greater involvement of local leadership and college and university early childhood education staffs in the efforts to coordinate the eastern and western regional programs, the project decision makers, LINC and SDPI, established the state Early Childhood Education Staff Development Steering Committee. This Steering Committee was appointed in the summer of 1972 by State Superintendent of Public Instruction, A. Craig Phillips, and the Executive Director of LINC, Richard S. Ray, jointly. It is composed of representatives of the Department of Public Instruction, LINC, teacher training institutions, local school districts and regional staff development coordinators. The overall purpose of the Steering Committee is to direct current early childhood staff development activities and chart future directions.

PERFORMANCE OBJECTIVES

1. PROJECT DIRECTOR

Objective 1.1
By July 1, 1973, the project director will serve as coordinating agent for all the management functions and all staff development by the overall administration of the summer institutes and the follow-up activities, as evidenced by the report of the project director's activities.

The objective assigns three major responsibilities to the project director to be documented in the Project Director's Activity Log, submitted monthly. Within the 1972-73 fiscal year of the project, Phyllis Jack served as project director until mid-August 1972. The 1972 Summer Institute Reports and the Principals' Conference Report submitted by the coordinators provide adequate evidence of her activities during June, July and August 1972. (It should be noted that through special arrangement with the USOE Title III Project Officer, some of this year's activities actually commenced during June 1972.)

Bernard Schein assumed the responsibilities of project director during August 1972; therefore, no activity report was submitted for August and September, during which time he familiarized himself with the project, met his staff and visited some of the project schools. The Project Director's Activity Logs for October through June 1973 are on file with the evaluator.

The three major responsibilities of the position of project director and appropriate evidence of fulfillment of these duties as outlined by Objective 1.1 follow.

a. All Management Functions

1) Evaluation Activities: LINC's Research and Evaluation Team was contracted to work with the project staff to provide

immediate information and assistance in utilizing the evaluation results to effect programmatic changes wherever necessary. The project evaluation was closely coordinated within the guidelines of the State kindergarten research and evaluation design, also conducted by the LINC Research and Evaluation Team.

2) Audit Activities: Pre-audit activities for the project were completed under the direction of Dr. Hugh I. Peck by the Institute for the Development of Education Auditing (IDEA), based in Arlington, Virginia, in continuation of their services as auditing agency for the preceding year (1971-72). In January 1973, however, it was determined by the project director that Dr. Peck's previous affiliation as a LINC staff member and his participation in the initial development of the evaluation research design constituted grounds for disqualifying IDEA as an independent auditing agency as defined in the USOE guidelines. On the USOE Project Officer's recommendation, the project contracted on a consultant basis with the educational auditing firm of Alfred J. Morin and Associates, based in Washington, D. C., to complete the audit activities for the 1972-73 year of the project.

Mr. Morin and his associate, Howard Lesnick, made an on-site visit to the project on April 6, 1973. This team completed an audit of the Interim Evaluation Report prepared by the LINC evaluator, Suzanne Triplett, and submitted their report to the project director in February 1973. The evaluator responded to the report, and submitted both the Interim Audit Report and her Project Evaluator's Reply Report to USOE on April 16, 1973.

Mr. Lesnick made another visit to the project site on June 7-8, 1973, to review data collection procedures and verify the status of the objectives with Ms. Triplett.

3) Time-Line: The project director is responsible for coordinating all of the activities of the project, such as the Steering Committee meetings, the summer institutes, the principals' conferences, the monthly coordinators' meetings, and the WNCSDAC meetings. Table 2 presents the major events in the 1972-73 schedule as coordinated by the project director.

4) Hiring of Staff: The changes in project staff at the end of the 1971-72 project year were: (a) Phyllis Jack was replaced as project director by Bernard Schein. (b) The District V coordinator position was vacated by Jean Watson, and Altha Manning was hired to assume this position. Staffing changes during the 1972-73 project year occurred only for District VII, with the replacement of David Kingsley in April 1973 by Don Williams.

5) Liaison between Gaston County, LINC, SDPI and USOE: The project director has submitted to the appropriate persons four Quarterly Reports dated September 1972, December 1972, March 1973 and June 1973. These reports are on file with the project evaluator.

b. Overall Administration of the Summer Institutes*

The following list identifies the districts, dates and numbers of participants at the 1972 Summer Early Childhood Staff

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*Evidence is provided in the Summer Institute Reports from Districts VI and VIII, and from the minutes of the September 11-14, 1972, coordinators' meeting.

TABLE 2

TIME LINE FOR NORTH CAROLINA EARLY CHILDHOOD STATE-WIDE STAFF DEVELOPMENT PROGRAM

MONTH	DATE	ITEM
March, 1972		Planning Committees for formulation of directions for summer training
		Orientation Site visits to new centers by coordinators, LINC, SDPI
	10	Quarterly Report submitted to USOE
	15-17	Initial planning session for summer training with staff development coordinators, LINC, SDPI
April, 1972	18	Meeting with total project personnel (superintendents, principals, universities, coordinators, LINC, SDPI) for review of project status and future directions
	25-26	Meeting of staff development Coordinators, LINC and SDPI for feedback on assessment surveys and in-depth planning of principals' conference
	29	Continuation Proposal submitted to USOE
May, 1972		Practicum Training visits for new schools in currently operating ones
	11	North Carolina Western Advisory Council Meeting for review of current year and plans formulated for 1972-73.
	15-30	(1) Coordinators' on-site visits to new schools; (2) administration of Classroom Observation Scale; (3) Classroom Observation Scale (pre); (4) Teacher Beliefs Survey (Post)

TABLE 2 cont'd

MONTH	DATE	ITEM
	22-23	Meeting of coordinators, LINC, SDPI Staff for finalization of summer plans (Review of organization, staff, materials, consultants)
May, 1972	30	(1) Coordinators' Report to Project Director on Follow-up activities and site visits; (2) Post Assessment of pupils to Evaluation Team; (3) Site visit and activities report of District Advisory Councils and Western North Carolina Staff Development Advisory Council
June, 1972	18-30	Summer Institute* District VIII
	30	(1) Site Visit and activity reports to Co-Directors from Western North Carolina Staff Development Advisory Council; (2) Site visit and activity of District Advisory Council;
July, 1972	10-21	Summer Institute* District VI
	17-22	Planning week for principals' conference
	23-28	Principals' Conference
	28	Mid-summer Evaluation of Principals' Conference and Institutes Completed
July, 1972	31 - August 11	Summer Institute* District IV
	31 - August 11	Summer Institute* District II
August	2-11 (also 6/5-6)	Summer Institute* District VII
	7-18	Summer Institute*District V
	7-18	Summer Institute* District I
	7-18	Summer Institute* Districts II & IV (Chadbourne)

MONTH	DATE	ITEM
August, 1972	14-25	Summer Institute* District III
September, 1972		Quarterly District Advisory Council Meeting (West)
	1	(1) Summer Institute Reports; (2) Principals' Conference Report; (3) Proposed budget summary/ Expenditure Report for Federal Funds
	5	Steering Committee Meeting
	10	Project Director Activity Report Staff Development Coordinators and Special Education Log
	11-14	Staff Development Coordinators Meeting (LINC, SDPI for overall evaluation of summer training)
	18-22	North Carolina State Kindergarten Assessment Battery
October, 1972	2	Steering Committee Meeting
	10	Project Director Activity Report, Staff Development Coordinators and Special Education Log
	10-12	Staff Development Coordinators Meeting
	19	Executive Committee of Western North Carolina Staff Development Advisory Council
	13-14	NCKA, Fayetteville, N.C.
	15	Report on Pre-Assessment of Children to Project Staff
November, 1972		District Advisory Council Meeting (West)
	2-3	Conference on Exceptional Children, Raleigh
	6	Steering Committee Meeting
	10	Project director Activity Report, Staff Development Coordinators and Special Education Log
	13	Western North Carolina Staff Development Advisory Council
	15-18	N.A.E.Y.C., Atlanta (in lieu of coordinators' meeting)

TABLE 2 cont'd

MONTH	DATE	ITEM
December, 1972	10	(1) Project Director Activity Report (2) Staff Development Coordinator and Special Education Activity Log
	12-13	Staff Development Coordinators Meeting
	14	Steering Committee Meeting
January, 1973	10	(1) Project Director's Activity Report (2) Staff Development Coordinator and Special Education Activity Log
	15-19	Staff Development Coordinator's mid-year Planning and Evaluation Conference
February, 1973	1	Initial plans for revision of proposals
	7	Steering Committee Meeting
	10	(1) Project Director Activity Report (2) Staff Development Coordinator and Special Education Activity Log
	13-14	Staff Development Coordinators' Meeting
March, 1973		District Advisory Council Meeting (West)
	9	W-N-C-S-D-A-C
	10	(1) Project Director Activity Report (2) Staff Development Coordinator and Special Education Activity Log
	12-13	Staff Development Coordinators' Meeting
	15	Completion of plans for Revision of Proposals

MONTH	DATE	ITEM
April, 1973	10	(1) Project Director Activity Report (2) Staff Development Coordinator & Special Education Activity Log
	10-11	Staff Development Coordinator Meeting
	16	Steering Committee Meeting
	29	Continuation Proposal for USOE
May, 1973		Post for 1973 (COS & TBS) Pre for 1974 (COS)
	7	Steering Committee Meeting
	7-11	N.C. State Kindergarten Assessment Battery
	10	(1) Project Director Activity Report (2) Staff Development Coordinator and Special Education Activity Log
	11	W-N-C-S-D-A-C
	14-18	Steering Committee Meeting
	15	(1) Annual Principals' Report (2) Slides of all activities
	29	Pre audit report

* 1. Pre-testing

TBS
Principals' Leadership Survey
Purdue Teacher Opionnaire
Student Profile Questionnaire

Post-testing

Student Profile Questionnaire (Post)

** June 30, 1972, Principals' Leadership Survey

On-Site Visit Report
Activity Log Formats

Development Institutes conducted in the four western districts.

DISTRICT	COORDINATOR	(1972) DATE	NUMBER OF PARTICIPANTS
V	Altha Manning	August 7-18	65
VI	Nancy Hefner	July 10-21	93
VII	David Kingsley	June 5-6 August 2-11	85
VIII	Bob Kimzey	June 18-30	96

c. Follow-Up Activities

The follow-up activities undertaken by the project director in Districts V, VI and VIII are documented in the respective coordinators' Activity Logs and the Project Director's Activity Report. These data are presented in answer to the objectives in the Staff Development Component (Chapter IV) and the Special Education Coordinator section of this chapter. The Special Education Coordinator's Activity Log documents her activities throughout the year; these activities are summarized in the Special Education Coordinator section of this chapter and in the Special Education Component (Chapter V). The project director was available to assist the regional coordinators, upon their invitation only, whenever they determined a need for his services either at a specific center or within the districts.

The project evaluator accepts the above-stated activities as evidence of fulfillment of the identified responsibilities in Objective 1.1.

* * *

Objective 1.2

By July 1, 1973, the project director will provide on-site technical assistance to staff development coordinators by follow-up regional study conferences, assessment of ongoing activities to be provided once a month, assistance with summer institutes, and observational visits to representative project schools. This will be evidenced by an activity report kept by the project director.

The objective states four responsibilities of the project director. Evidence of fulfillment of each of these responsibilities is discussed below.

a. On-site Technical Assistance to Coordinators by Follow-up Regional Study Conferences

A summary of the Project Director's Activity Logs indicates that he participated in each district's activities, but that regional study conferences were conducted in only two districts: District V (November 28-29, 1972), and District VIII (April 25, 1973).

b. Assessment of Ongoing Activities to Be Provided Once a Month

A portion of each monthly coordinators' meeting was devoted to a discussion of ongoing activities in the individual districts. The project director responded to each coordinator's discussion of his/her activities. The evaluator was present at all of the open discussions, except for the February meeting. (Refer to Table 4, page 44, for the dates of the monthly meetings.)

c. Assistance with Summer Institutes

The Summer Institute Reports indicate that Phyllis Jack (1971-72 project director) participated in the summer training institutes in Districts V, VI and VIII. (No report is available for District VII). Ms. Jack conducted one or more workshops in each of the three above-named district institutes. The Summer

Institute Reports present discussions and evaluation of these workshops.

d. Observational Visits to Representative Project Schools

Mr. Schein visited schools in each of the four western educational districts. In most instances, the coordinator selected the schools to be visited by the project director, and made these selections on the basis of need. The following list* presents the names of two schools in each of the western districts and the dates they were visited by the project director.

DISTRICT	SCHOOL	DATES OF VISIT	PERSONS ACCOMPANYING THE PROJECT DIRECTOR
V	Hampton Elementary School	2/28/73	Altha Manning, Coordinator Julius Fulmore, Principal
	Saxapahaw Elementary School	3/08/73	Suzanne Triplett, Evaluator Howard Lesnick, Auditor Al Morin, Auditor
VI	Woodhill Elementary School	10/18/72	Nancy Hefner, Coordinator Suzanne Triplett, Evaluator
	Polkville Elementary School	4/03/73	Betty Siviter, Special Education Coordinator Suzanne Triplett, Evaluator
VII	Mountain View Elementary School	11/01/72	Bob Kimzey, Coordinator Annette Greene, N.C. Title III Representative, SDPI Suzanne Triplett, Evaluator
VIII	Forest City Elementary School	10/19/72	Bob Kimzey, Coordinator
	Sylva Elementary School	4/04/73	Bob Kimzey, Coordinator Suzanne Triplett, Evaluator

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*The list contains only a representative sample of schools visited.

The above discussion of Objective 1.2 indicates that all of the responsibilities delineated by the objective were completed, with the exception of the regional study conference requirement. Regional study conferences were conducted by the project director in only two of the four districts; therefore, Objective 1.2 as stated was not attained.

* * *

> Objective 1.3
> By July 1, 1973, the project director will serve as facilitator of ongoing activities of WNCSDAC and will organize staff development for the administrative project staff by the planning, facilitation and execution of monthly coordinators' meetings and the coordination of statewide meetings planned for the project schools, as evidenced by the dates, locations and agendas for these meetings.

Objective 1.3 outlines three responsibilities of the project director, each of which is discussed below.

a. Facilitate the Ongoing Activities of the Western North Carolina Staff Development Advisory Council

The WNCSDAC met on the following dates: November 13, 1972, January 25, 1973, and May 3, 1973. The minutes of these meetings are on file with the evaluator.

b. Plan, Facilitate and Execute the Monthly Coordinators' Meetings

The dates and locations of the coordinators' meetings are presented in the discussion of Objective 2.2, page 44.

c. Coordinate Statewide Meetings for the Project Schools

A statewide meeting of principals from participating schools was conducted in Asheville, North Carolina, on July 23-28, 1972, under the direction of Phyllis Jack.

Evidence of fulfillment of the requirements for Objective 1.3 is presented above, and is accepted as such by the project evaluator.

* * *

> Objective 1.4
>
> By July 1, 1973, the project director will serve as the liaison between project personnel and USOE, so that project objectives can be implemented within the specified time. This will be evidenced by documentation of written communications between the director, project staff and USOE.

Objective 1.4 specifies that the project director will serve as liaison between project personnel and USOE to expedite the implementation of project objectives. The USOE Project Officer between September and December 1972 was Miriam Carliner. Major communications between the project director and Ms. Carliner concerned replacing the auditing agency, accepting the resignation of the District VII coordinator, and hiring his successor, and discussing the evaluation procedures. All questions concerning USOE as presented by Ms. Carliner were resolved.

Nancy Taylor, who had acted as the Project Officer during the first year of operation and was, therefore, very familiar with the project, was reassigned to this capacity beginning the first of the year (1973). Mr. Schein (Project Director), Ms. Triplett (Project Evaluator), and John Hawes (LINC's Acting Director for Programs) met with Ms. Taylor in Washington, D. C. on March 30, 1973, to discuss the continuation proposal. [Also in attendance at this meeting was Kay Henry, who had negotiated with Joseph Tilmon for the 1973-74 funding at a meeting in Atlanta on April 17, 1973, at which Mr. Schein, Ms. Triplett and John Goff (Project Fiscal Officer, Gaston County) were present. At this latter meeting, the funding level for the project was cut to $139,000 for the 1973-74 year of operation.] All discussions with Ms. Taylor have been satisfactory, and her immediate response to all issues was received.

Quarterly Reports have been submitted to USOE on the dates reported in the discussion for Objective 1.1 (page 30). The Interim Evaluation Report was submitted on January 31, 1973. The Interim Audit Report and the Project Evaluator's Reply Report to the Interim Audit Report were submitted to USOE on April 16, 1973.

Due to the late change of project officers at USOE and to the great delay in audit activities due to the transition between auditing agencies, the alterations of this year's objectives were verified in telephone conversation with Ms. Taylor on April 16, 1973; the approved changes were submitted in writing to USOE on the same day. All changes were identified as necessary by October 31, 1972, except for some minor wordings, but proper procedures for verifying the changes were delayed until the auditors had sufficient time to familiarize themselves with the project.

* * *

2. STAFF DEVELOPMENT COORDINATORS*

Objective 2.1

By July 1, 1973, the coordinators will have assisted in the statewide coordination of staff development, as evidenced by their membership in at least one coordination committee and their attendance at monthly coordinators' meetings.

Objective 2.1 states basically that the coordinators will have assisted in the statewide coordination of staff development.

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*The terms "Staff Development Coordinator", "Coordinator" and "Regional Early Childhood Coordinator" are used interchangeably throughout this report; but with the continued efforts to institutionalize the position, the correct title for the position is currently Regional Early Childhood Coordinator.

[This project refers only to the western coordinators (Districts V, VI, VII and VIII), but the evidence for fulfillment will be presented with all eight coordinators represented, with further evidence provided for the project director, special education coordinator and project evaluator.] This objective refers to "statewide" coordination which requires the joint efforts of the above-named persons and the early childhood education staffs from SDPI and LINC. Others who are notable as regular attendees at the monthly meetings and for serving on one or more committees include: Gill Walsh (British Consultant in Early Childhood Education, LINC), James Jenkins (Director, Early Childhood Education, SDPI), John Hawes (Acting Director for Programs, LINC), and Charlotte Barnes, Ruth Woodson and Una Mae Lemmon (from Mr. Jenkins' staff, SDPI).

Evidence for attainment of Objective 2.1 is presented in Table 3 (A Partial Listing of the Working Committees for the Early Childhood Staff Development Program) and Table 4 (1972-73 Attendance Record for the Staff Development Coordinators' Meetings), presented on the following pages.

* * *

> Objective 2.2
> By July 1, 1973, the coordinators will coordinate staff development activities in their respective districts as evidenced by planning and directing institute programs, serving as staff members at the Principals'Conference, coordinating the training of new personnel in student assessment, and organizing on-site visitations at least every two months. The activities will be evidenced by the coordinators' activity logs.

Objective 2.2 refers to the coordination of staff development activities within the districts, and lists four major staff development activities for which the coordinators are responsible. The following discussion of these responsibilities is presented as

TABLE 3

A PARTIAL LISTING OF THE WORKING COMMITTEES FOR THE EARLY CHILDHOOD STAFF DEVELOPMENT PROGRAM

COMMITTEE	MEMBERS
1. Organization for Legislative Support	Jenkins** and Marker*
2. Current Status	Triplett°(contact person) and Kimzey*
3. Identification of Early Childhood Education Consultants	Siviter+, Kimzey* and Hefner*
4. Long-Range Planning Strategies	Brooks*, Schein°, Jenkins**, Smith*
5. Names and Locations of Colleges and Universities Involved in Each District	Barnes**
6. Consultants' Time and Involvement	Woodson**, Marker* and Walsh°
7. Frank Porter Graham Study	Triplett°, Lemmon**, Schein°, Brooks*
8. Evaluation	Siviter+, Kimzey*, Hefner*, Lemmon** and Greene**
9. District Budget	Marker* and Schein°
10. College Credit and Certification Renewal	Lemmon**, Marker* and Schein°
11. Tutoring Programs, Title I	Hefner* and Kimzey*
12. Staff Development	Hodges*, Barnes** and Schein°
13. Teacher Training	Walsh° (contact person), Barnes**, Manning* and Hodges*
14. Training for Administration	Schein° (contact person), Marker* and Siviter+
15. Early Childhood Education Status	Brooks* (contact person), Hefner*, Lemmon**, Greene** and Smith*

*Staff Development Coordinators
+Special Education Coordinator
**State Department of Public Instruction personnel
°Learning Institute of North Carolina personnel

TABLE 4

1972-73 ATTENDANCE RECORD FOR THE STAFF DEVELOPMENT COORDINATORS' MEETINGS

		STAFF DEVELOPMENT COORDINATORS								
		Eastern Educational Region				Western Educational Region				
	DATE	I	II	III	IV	V*	VI*	VII*	VIII*	Special Education*
1972	September 11-14	✓	✓	✓	✓	✓	✓	✓	✓	✓
	October 10-12	✓	✓	✓	✓	✓	✓	✓	✓	✓
	November 15-18	✓	✓	✓	✓	✓	✓	X**	✓	✓
		(Met with Project Director at				NAEYC Meeting in Atlanta.)				
	December 12-13	✓	✓	✓	✓	✓	✓	X	✓	✓
1973	January 15-19	✓	✓	✓	✓	✓	✓	X	✓	✓
	February 13-14	✓	✓	✓	✓	✓	✓	X	✓	✓
	March 12-13	✓	✓	✓	✓	✓	✓	X	✓	✓
	April 10-11	✓	✓	✓	✓	✓	✓	✓	✓	✓
	May 14-18	✓	✓	✓	✓	✓	✓	✓	✓	✓
	June 10-11	✓	✓	✓	✓	✓	✓	✓	✓	✓

NOTE: The Project Director was in attendance at all of the above meetings. The Project Evaluator was present at all of the above meetings, with the exception of the February 13-14 meeting.

*Positions funded through ESEA Title III.

**Refer to page 24 for discussion concerning the Staff Development Coordinator for District VII.

evidence of fulfillment of this objective.

a. Planning and Directing Institute Programs

Each of the four coordinators in the western region conducted a district Early Childhood Staff Development Summer Institute, as evidenced by the dates and locations reported in the table below.

SUMMER STAFF DEVELOPMENT INSTITUTES - 1972

DISTRICT	COORDINATOR	DATES	LOCATIONS
V	Altha Manning	August 7-18	Salem Academy/Forest Park School, Greensboro
VI	Nancy Hefner	July 10-21	University of North Carolina, Charlotte
VII	Dave Kingsley	June 5-6 August 2-11	East Harper Elementary School Lenoir
VIII	Bob Kimzey	June 18-30	Western Carolina University, Cullowhee

b. Serving as Staff Members at Principals' Conference

The Principals' Conference for 1972-73 was held at the University of North Carolina in Asheville during the week of July 23-28 1972. Seven of the eight regional coordinators*, the special education coordinator, the project director (Phyllis Jack), the SDPI and LINC early childhood education staffs, and 5 British early childhood consultants participated. The following chart is used to show the workshop teaming of coordinators and British consultants.

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*Altha Manning (District V) was hospitalized during the conference and was, therefore, not able to actively participate in the Principals' Conference.

COORDINATOR/BRITISH CONSULTANT TEAMS		
DISTRICT	COORDINATOR	BRITISH CONSULTANT
V	Altha Manning	N/A
VI	Nancy Hefner	Olive Keddie*/Larry Marker
VII	Dave Kingsley	Don Williams*/Peter Mansfield*
VIII	Bob Kimzey	Velma Smith/Marshall Brooks

*British Consultant

c. Training of New Personnel in Student Assessment

The Summer Institute Reports provide evidence that "Assessment Workshops" were offered and conducted by the project evaluator for all new kindergarten teachers in Districts V, VI and VIII Summer Institutes. Workshop descriptions and evaluation are available in the Summer Institute Reports on file with the evaluator.

The coordinators' Monthly Activity Logs provide evidence of continuing staff development in the area of follow-up assessment and diagnostic activities throughout the year. For example, from Altha Manning's Activity Log: "Workshops consisting of either assessment techniques (for example, how to use data from tests to plan activities and experiences), or of general team planning for more effective use of centers, or both" were conducted at the following schools during August and September:

		PERSONS SERVED (Number Indicated)							
SCHOOL	DATE	Super-visors	Princi-pals	Teachers	Teacher Assist-ants	Student Teachers	Children	College Reps	Total
Jones (#66)*	9/25		1	2	2				5
Porter-Graham (37)	9/20	3	1	5	3	3	53	1	69
Franklinville (40)	8/29	1	1	4	2				8
Pinnacle (68)*	9/15	1	1	2	2				6
	TOTALS	5	4	13	9	3	53	1	88

*Centers new to program in 1972-73.

d. On-Site Visitations at Least Every Two Months

Table 5 (Number of Monthly Visits to Centers) presents evidence of the coordinator's accomplishment of this responsibility. On-site visitations were scheduled to begin in September and continue until May for a total of nine months. The evaluator accepted, therefore, four on-site visits per center as fulfillment of this part of Objective 2.2. It should be noted that every center in Districts V and VI was visited a minimum of four times, with the exception of Moss Street in District VI. (The two workshops conducted at Unionville Elementary School in District VI during November are considered on-site visits for this discussion.) Not all of the schools in District VIII were visited four times, including: Claxton, Steoch, Micaville, and Bryson City. However, all of the schools were either visited or invited to regional meetings every two months by the coordinator.

The above discussions do not present evidence acceptable to the project evaluator regarding the attainment of the requirements for Objective 2.2.

* * *

Objective 2.3

By July 1, 1973, the coordinators will evaluate the project, document and disseminate information regarding the district staff development activities as evidenced by their reports to the project director.

The discussions below report the evidence of fulfillment of Objective 2.3, according to the responsibilities outlined in the objective.

TABLE 5

NUMBER OF MONTHLY VISITS TO CENTERS

	1972					1973					
	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	TOTAL
DISTRICT V:											
Saxapahaw	1		1	1			1				4
Jones	1		1		1	1	1		1		7
Frank P.Graham	1	1				1	1			1	5
Arcadia	1	1		1	1			1			5
Forest Park	1		1			1				1	4
Helena	1	1		1	1	1	2			1	8
Franklinville	2		1		1		1				5
Moss Street	1			1		1					3
Pinnacle		1		1			1			1	4
°Hampton	1	2	1		1	1		2			8
DISTRICT VI:											
North Albemarle		1	2				1		1		5
*Henrys Grove		1		1					1	1	4
Central		1			1	1			1		4
Winecoff			1			1	1	1			4
Clear Creek		1		1			1			2	5
**Polkville			1					2	2	2	7
North Brook #2		1	2			1	1	1			6
*Unionville		1		+	1					1	4
°Woodhill		3	4	4	2	1	1	2	3		20

°Indicates that the coordinator is housed at this center and visits are noted for technical assistance given to the centers.

*Indicates that the visits are not necessarily every two months.

**Polkville Elementary School houses the Special Education Coordinator who provided continuous technical assistance.

+Represents workshops where they are needed to meet the requirements of this objective, but not all workshops.

cont'd on next page

TABLE 5 CONTINUED:

DISTRICT VII:	[See note on page concerning activities in District VII.]									
DISTRICT VIII:	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	TOTAL
* Claxton			1		1	1					3
* Murphy		1		1		1				1	4
* Steoch		1		1				1			3
Robbinsville		1		1				1		1	4
* North Canton			1	+			1	1			4
Micaville		1	1							1	3
° Forest City		1	4		1		1	1	1	1	10
Bruce Drysdale			1	1			2		1		5
Sylva			1		1		3	1	1		7
Green Creek		1	1		1	1			1		5
* Bryson City			1				1			1	3
* Burnsville		1	1				1			1	3

°Indicates that the coordinator is housed at this center and visits noted are for technical assistance given to the centers.

*Indicates that the visits are not necessarily every two months.

+Represents workshops where they are needed to meet the requirements of this objective, but not all workshops.

a. Evaluate the Project

The coordinators practiced various methods for carrying out this responsibility. Probably the most meaningful evaluative activity in relation to program adaptations and changes was the discussion session with the project director at each monthly meeting. During these sessions, the coordinators would relate the activities and/or problems encountered in staff development activities to generate discussion by and suggestions from the other coordinators and from the project director, the project evaluator, the SDPI personnel, and other experts who were constantly informed of regional activities.

The coordinators conducted evaluations of their Staff Development Summer Institutes, which include participant evaluations of each workshop, of the first week (in residence) and of the second week (in individual schools). All of these evaluations are summarized in the Summer Institute Reports. Appendix B contains the Summary of the First Week Evaluation for District VI. (Samples of the Summer Institute evaluation instruments are presented in Appendix C.)

One of the major evaluation efforts for the project year was the preparation of a report concerning changes recommended in the state kindergarten evaluation design, submitted by the coordinators on the Evaluation Committee. The preliminary report was approved by the coordinators as a group, from which a final report was prepared and submitted to the North Carolina Early Childhood Education Steering Committee. (See Appendix D for a copy of the final report by this committee, whose members include coordinators Hefner and Kimzey, the LINC project evaluator, Suzanne Triplett, and Una Mae

Lemmon from SDPI.

A Management Review of the project was provided by the North Carolina State Title III Office. The reviewers' comments are in Appendix E.

Coordinators in Districts V and VI conducted on-site evaluation activities with their respective advisory councils, as evidenced by the On-Site Visitation Sheets. (See Appendix F for a copy of the On-Site Visitation Sheet form.)

Each of the coordinators conducted child observations at selected centers. Also, they observed selected classrooms using the LINC Classroom Observation Scale for use in the evaluation of the project.

b. Document Information Regarding the District Staff Development Activities

All major documentation products are on file with the evaluator. They include (1) summer institute reports, (2) monthly activity logs, (3) slides of center activities, (4) a slide-tape presentation on "The Learning Disabilities Resource Teacher" (District VIII), and (5) copies of all committee reports and proposals.

c. Disseminate Information Regarding the District Staff Development Activities

Dissemination activities fall into three major categories: (1) the distribution of monthly regional newsletters to all program personnel within respective districts; (2) the collection of numerous newspaper articles* concerning individual centers or the overall kindergarten program; and (3) occasional appearances on television* to discuss the early childhood education program.

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*See Appendix G for a copy of an article written by Tom O'Kelley in the Maintenance Beacon, a newspaper published by the North Carolina Public Schools Maintenance Association, Raleigh.

* * *

Objective 2.4
By July 1, 1973, the staff development coordinators will coordinate the district advisory councils, as evidenced by a minimum of two site visitation reports per year and the minutes of four meetings during each year.

Objective 2.4 stipulates that the coordinators will supervise the coordination of the district advisory councils. Evidence of attainment of this objective includes (1) two site visitation reports per year (data presented in Table 6), and (2) the minutes of four council meetings during the year. (The dates of the council meetings are presented in Table 7. The minutes are on file with the evaluator and have been summarized quarterly in the project director's Quarterly Reports to USOE.)

The requirements of this objective were not met even though all of the councils met a minimum of four times and Districts V and VI had a minimum of two site visits.

This objective has been changed for the third year of the project: the change is reflected in this report in the discussion under the subheading "Councils." [Refer to page 25.]

* * *

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*For example, a 30-minute information-based program for parents on WTVI/Charlotte on June 6, 1973, featuring Nancy Hefner (District VI Coordinator) and Elizabeth Randolph (Title I Director), Julia Saunders (Early Childhood Supervisor) and Pat Ledford (Principal) from the Charlotte/Mecklenburg School System.

TABLE 6

SITE VISITATIONS BY DISTRICT ADVISORY COUNCILS

DISTRICT	NUMBER OF VISITS
V	3
VI	2
VII	[Refer to discussion of District VII activities on page 24.]
VIII	0

* * *

TABLE 7

DISTRICT ADVISORY COUNCIL MEETINGS

DISTRICT	DATES OF MEETINGS
V	September 28, 1972 December 6, 1972 February 21, 1973
VI*	August 14, 1972 November 6, 1972 April 2, 1973 May 21, 1973
VII	[Refer to discussion of District VII activities on page 24.]
VIII	October 19, 1972 November 30, 1972 February 5, 1973 March 15, 1973

*District VI Advisory Council met every six weeks for a total of six meetings

3. COUNCILS

This project had been committed to generating active participation in early childhood education on the part of parents, college and university personnel and community agencies. The district advisory council concept was developed to implement this commitment. However, the system instituted for selecting council members tended to limit the membership to representatives only from the communities where coordinators were based. This has not allowed the advisory council to reflect the involvement of the majority of communities being served by the project. Therefore, increased efforts are being made by the coordinators to elect persons from PTA groups across the districts to make up the membership of the WNCSDAC. The council retains its two major goals: (1) to share information across districts, and (2) to assist in the dissemination of information concerning the project.

> Objective 3.1
> By July 1, 1973, the Western North Carolina Staff Development Advisory Council will share information across districts and assist in the dissemination of information concerning the project, as evidenced by the minutes of a minimum of three meetings and the presentation of copies of a minimum of three newsletters to the project director and evaluation agency.

Objective 3.1 assigns two responsibilities to the Western North Carolina Staff Development Advisory Council: (1) to share information across districts and (2) to assist in the dissemination of information concerning the project. The attainment of this objective is evidenced by the minutes of three meetings (November 13, 1972; January 25, 1973; and May 3, 1973) on file with the evaluator and summarized by the project director in his Quarterly Reports to USOE, and by three newsletters. The WNCSDAC has no access to funds for the production of a newsletter; therefore, the council, the coordinators and the project director made arrangements to include all council announcements in the monthly regional newsletters produced by the coordinators. The newsletters are on file with the evaluator and were included in the appendices of the project director's Quarterly Reports.

* * *

> Objective 3.2
>
> By July 1, 1973, members of each of the four district advisory councils will have made a minimum of two on-site visits to project schools in order to review, evaluate and make recommendations, as evidenced by a report of their findings and recommendations presented to the project director.

Objective 3.2 states that the district advisory councils will make a minimum of two on-site visits to project schools in order to (1) review, (2) evaluate and (3) make recommendations. As was stated in Objective 2.4 on page 52, on-site visits were made by the councils in Districts V and VI. The District V councils visited Frank Porter-Graham-Lincoln Elementary School, Saxapahaw Elementary School, and Forest Park Elementary School. The District VI council visited Polkville Elementary School and Ninecoff Elementary School. The on-site visitors completed the visitation evaluation form, compiled their reactions and discussed the visits with other members of the councils and the coordinators. On-Site Visit Reports, containing summaries of findings and recommendations, were then presented to the project director. Table 8 presents an actual report as received by the project director. [The name of the center involved has been omitted.]

However, since only two of the four western district advisory councils made the required site visitations, the requirements of Objective 3.2 were not completed.

* * *

TABLE 8

OBSERVATION GUIDE
FOR
DISTRICT FIVE EARLY CHILDHOOD(K-3) CENTERS

School ______________ Date 2| 7 |73

Classroom(s) K-1 (2)

Observer(s) 1-2 Bill Bisham

2-3 Mary E. Keister

1 Pat Gottschall

Jackie Strickler

Joanne Blumenthal

1. Staff Organization

✓ a. Self contained (one teacher and/or teacher aid/area)

✓ b. Teaming(2 or more teachers and./or aides. area)

____ c. Other(explain) Resource Center

2. Grouping of Children

✓ a. Self contained/age-grade level

✓ b. Ability grouping

✓ c. Multi-aging(on basis other than ability)

____ d. Other(explain) ______________

✓ e. Developmentally handicapped children were in the regular classroom ✓ separated from other children ✓

3. Classroom Arrangement

____ a. Chair and desk structures provide major focus for activities

✓ b. A variety of interest - learning centers serve as the major focus for learning activities

____ c. How many centers are distinguishable?

____ d. Other arrangement(explain)

TABLE 8 cont'd

4. Learning Activities

✓ a. Children were participating in a variety of activities (different children were doing different things at the same time).

✓ b. Adults (parents, teachers, aides, volunteers, etc.) were aware of the children's activities.

_____ c. Adults provided assistance to children's center activities.

_____ d. Skill groupings are the only or major learning activities

_____ e. Large group and/or total class activities are dominant (all children doing the same thing most of the time).

✓ f. Small group activities are dominant

_____ g. Individual learning activities dominant

✓ h. Large, small group and individual activities are present

_____ i. Activities dominated by teacher

_____ j. Are opportunities available for the children to explore, manipulate, create and experiment with materials?
Yes ✓ No _____

_____ k. Are center activities used as a reward after children finish their "work".

_____ l. List the activities you observed

reading, writing [illegible]
[illegible] [illegible]
math etc. fire drill

✓ m. Was the children's work displayed?

✓ n. Was their work evidence that the classroom allowed for creativity, individuality, and different developmental levels?

5. Physical facilities

✓ a. Are the facilities adequate and suitable for young children? (Right size furniture, amount of space, kind of furniture, lighting, access to toilet facilities and out of doors).

✓ b. Is optimum use being made of facilities?

✓ c. Was the classroom attractive?

TABLE 8 cont'd

6. Classroom/school atmosphere

✓ a. Does the classroom seem inviting to the children?

✓ b. Do the children seem relaxed and free from strain?

✓ c. Do the children appear to feel free to approach the teacher?

____ d. Is the group predominantly passive (1) ____________

Active (2) ✓

7. Summary

Comments (you may include what you would consider to be strengths and/or weaknesses also suggestions for improvement. Use the back of page if necessary).

We were very impressed with the manner in which the staff had taken an old building and adapted it and themselves to a new learning situation.

There was evidence of a well balanced sense of self awareness in the children - a friendly attitude all through the [illegible] (teachers & children)

There was good healthy interaction between the children.

We were told that there was a good [illegible] involvement in the school.

Objective 3.3

By July 1, 1973, the four district advisory councils will have assisted in dissemination of information concerning the project, as evidenced by the report of a minimum of three discussion groups and a minimum of four newspaper articles of which copies will be forwarded to the project director.

In accord with the responsibility delineated in Objective 3.3, the district advisory councils (in Districts V, VI and VIII*) have assisted in disseminating information concerning the project.

The evaluator acknowledges fulfillment of this objective on the basis of compliance with the requirements of the objective. Each district (V, VI, VII* and VIII) submitted evidence, usually in the minutes of the council meetings, of a minimum of both three discussion groups and of four newspaper articles concerning the project. However, the evaluator perceives that the intent of the objective is obscured by the desire to furnish evidence of attainment.

The intent of the project designers was that the district advisory councils be actively involved in project decisions and activities. As previously discussed on page 25, the membership of the councils had to be modified to meet the needs of the project as the magnitude of the program grew beyond original expectations. Hence, it is recommended** that this and other objectives related to the district advisory councils be dropped, and the intended functions be given to local PTAs.

* * *

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*No minutes are available from District VII.

**It should be noted that the evaluator works as part of the project staff and that this, and other recommendations, are continuously incorporated into the program design.

Objective 3.4

By July 1, 1973, the four district advisory councils will advise in planning and implementation of goals and assist in evaluation, as evidenced by the minutes of a minimum of four meetings with their respective coordinators.

Again, as with Objective 3.3, the evaluator reluctantly acknowledges fulfillment of Objective 3.4 on the basis of presentation of the proper data -- the minutes of a minimum of four meetings. (See Table 7 for the dates of the council meetings.) Nevertheless, it is obvious, from both the minutes and the evaluator's observations, that the district advisory councils play, for the most part, only a nominal role in planning and implementing the goals of the program.

There is stronger indication that the councils do evaluate program activities -- i.e., the on-site visit evaluation forms (see Table 8). But at this time, their evaluations appear to have had imperceptible effect on the program.

* * *

4. SPECIAL EDUCATION COORDINATOR

Objective 4.1

By July 1, 1973, the special education coordinator will have coordinated the special education component for the four western districts. This will be evidenced by the participation of this coordinator as a staff member at each of the summer institutes and by follow-up workshops held in each district during the year.

The following discussion presents the evidence of attainment of Objective 4.1, according to the responsibilities as stated therein: the special education coordinator will have coordinated the special education component of this project for the four western districts.

According to the Summer Institute Reports submitted by the coordinators (for Districts V, VI and VIII) and the calendar of activities submitted by the special education coordinator (Betty Siviter), this coordinator participated as a staff member at each of the summer institutes, including the District VII institute.

Also, this coordinator conducted follow-up workshops in each of the four western districts, as documented by the summation of the appropriate activities from her monthly logs presented in Table 9. The calendar and activity logs are on file with the evaluator.

* * *

> Objective 4.2
> By July 1, 1973, the special education coordinator will have served as a resource person in special education during the school year at the center specializing in the integration of developmentally handicapped children into the regular classroom, as evidenced by an activity log kept during the school year.

Objective 4.2 specifies that the special education coordinator will have served as a special education resource person at the center specializing in the integration of developmentally handicapped children into the regular classroom -- in this case, Polkville Elementary School.

The special education coordinator, Betty Siviter, was housed at Polkville Elementary School and considered an integral part of the school team. Ms. Siviter participated in school meetings and planning and/or training sessions as appropriate for a regular staff members. She worked closely with the school's principal, Leo Treece, and with Reta Vollbract, the special education teacher assigned to the school, in establishing the role of the special education teacher as a resource for all of the teachers and for children with special problems. Ms. Vollbract's classroom became a resource room for teachers and children alike, and a place where children could go with individual needs.

The following outline of the Polkville Elementary School

Table 9

Record of Activities of Special Education Coordinator in the Four Western Education Districts (excluding activities at Polkville Elementary)

September 1972

Stratford: [I] met with classes of student-teachers. Most of the students are going to England to work in the British Infant Schools during January. Since most of the girls were from North Carolina, they were interested in North Carolina Early Childhood programs and their summer institutes. Other faculty members attended.

District VII: Follow-up meeting--Lake Junaluska (September 7 and 8, for Bob Kimzey).

October 1972

Hendersonville: I worked in classrooms and met with faculty after school. They plan to do some multi-aging this year. We discussed "The Open Library" and how it should function as a resource room. We discussed getting the mountain crafts into the classrooms.

Green Creek: Organization problem--wall was not removed, so children were changing classes. Teachers and principal unhappy because they cannot implement program as they had planned. Worked in both rooms during the day and met with teachers (k-1) after school.

Mt. View: Worked in all classrooms (k-3). Workshop after school on "The Teacher's Role in a Child-Centered Classroom." Bob Jones from Appalachian was also present. Spent a lot of time with the Resource Teacher who is working in the classrooms.

November 1972

Northbrook: Worked in classrooms. Met with teachers after school for discussions and film on learning styles. Small stitchery workshop and left materials enough for all teachers to begin stitchery in rooms. Need more parent involvement.

Woodhill: Worked with Special Education Teacher. I did demonstration-teaching in one classroom with four exceptional children. Special-Ed Teacher and classroom teacher observed. Re-arranged Resource Room into centers.

Table 9 cont'd

Unionville: Worked in classrooms (k) and with exceptional children (1) in 1st grade. Met with kindergarten teachers after school. Talked individually with eight teachers about planning for individuals. Parent involvement good in kindergarten, but not in grades 1-3. Stitchery workshop.

Forest City: Worked in both k-1 classes. Met with teachers after school. Children requested lots of resource people (community). We also looked and replanned centers in one room. Shared some new ideas.

Unionville and Wadesboro: Workshop given on learning styles, the changing role of the teacher, and stitchery. School is individualizing math program through all grades (Unionville).

Winecoff-Concord Workshop: Three workshop given during the day (about 60 in each group). Learning styles discussed, exceptional children in the classroom, and stitchery display shown. One session with k-3 teachers, another 4-6, and another for 7-8 teachers. Slides shown and discussion followed for each group. About 14 schools represented. Role of Resource Teacher discussed, too!

District V Workshop: Hampton Elementary---worked in resource room with Nancy Hefner. I did bookmaking and tie and dye, and discussed (informally) learning styles. Had one small group discussion on the exceptional child in the classroom. Talked informally with individuals.

December 1972

Forest City: Worked with Exceptional Children's Teacher in her room most of the day. We planned with the principal for her to visit and work in the rooms of all her students the week after Christmas. This will help communication with other teachers and she will also see her students in another setting.

January 1973

Sparta: Worked in kindergarten classes for one day and worked in Special Education classes the second day. Held a workshop on second day for k-3 teachers and Special Education teachers. Several supervisors attended. A craft table with materials and books was displayed for those interested. The workshop was about the Resource Teacher approach and on Learning Lags. *Sparta has an entire building for exceptional children (three or four classes). They admit that only five or six are really retarded--they say that the others test that way because they are "culturally deprived". Anyone (who is) too slow or a problem goes over to that building. The programs were not individualized--the whole class does about

Table 9 cont'd

the same thing at the same time. The children have little contact with other children in the school. I asked them to consider the Resource Teacher approach for next year and I also asked Ron Ausdenmore to visit the school. The principal is aware of the problem. He would need support from his Special Education Supervisor and I did not meet him or her.

Catawba: Visited several k-1 classes, but spent two days helping Exceptional Children and their teacher. We fixed the room into centers and begun individualizing the program. The teacher (coach) was leaving in February and another coach was taking his place. Very little learning was taking place--lots of boredom and misbehavior. The principal arranged for one girl to move out. I talked also with Bob Brooks about moving to the Resource approach nexy year. The Special Education Supervisor gives very little help to the school.

Morganton-Mt. View: Worked in classrooms with Resource Teacher. Classrooms had improved since earlier visit and Resource Teacher adjusting to change.

Kings Mountain: Visited and worked in some rooms. Workshop after school on Learning Disabilities (Lags). Beautiful program for exceptional children. Classroom teachers (State program) work beautifully with all children.

Roxboro: Worked all day in Special Education trailer with children and met with the teacher and principal after school. Very authoritarian room--little contact with other children--little creativity shown by teacher or children--just mounds of memo-sheets. Teacher and I listed lots of ideas to try.

Met with two superintendents and talked with them about the program and moving toward a Resource-Teacher approach.

*They expressed a need for a workshop at the Principal's Conference on Exceptional Children and the Resource-Teacher approach.

February 1973

Forest City, Woodhill, Winecoff, Polkville, and Sylva---worked all day with teacher(s) of exceptional children in Resource Rooms and classrooms. Shared with them new ideas and techniques. Also met with each principal.

Clear Creek: Worked in rooms and Nancy and I met with teachers after school.

Rutherford County: Workshop with all Special Education Teachers after school (supervisor attended, too).

Western Carolina: Bookmaking workshop for student-teachers with Bob.

Cleveland County: [Met with] teachers k-3. Showed slides and tape, teacher-made materials, etc.

Table 9 cont'd

March 1973

Pinnacle: 3/5/73-- Visited rooms, shared ideas with teacher, worked with a few students. Spent most of day working in Special Education Resource Room with students and teacher. She needs to plan more with individual children and fix her room into centers. She would like tables, etc.

Forest Park: 3/6/73-- Visited rooms, worked with students (Sp.Ed.) and shared ideas with teachers. Spent most of day with Resource Teacher. She would like help. I felt she has a good beginning--works in resource room and in classroom, but has had no help from local Special Education Supervisors all year in planning and operating a resource room. She has done her best--would like to come to an institute. County office observed her one day and they were upset with program(do not wish to go resource program). Yet, they had never helped her plan or work in her new program. She has great rapport with teachers and children. Needs support!

Moss Street: 3/8/73-- Worked in four rooms. Kindergarten program very weak. Ms. Coleman (2nd and 3rd grade teacher) has a very good open classroom! One of the best I have seen in North Carolina.

Jones School: 3/9/73-- Visited all classrooms, shared ideas, worked with several students. Met with k-1 staff. Good beginning year- dominated by one teacher who leads group- hung up on skills and schedules! Does not see play and learning as one. Shared ideas and feelings about program and yet I felt that she did not listen. I even worked with students (demo) and showed work produced...time will tell!

Western Regional Center, Canton, N.C.: Bookmaking-- two sessions with small groups. Introduction and Evaluation sessions were held with both groups. Teachers made books--sewed pages, bound books, designed covers (black printing and spray bay),etc. Student-teachers from Western Carolina.

April 1973

Central-Wadesboro: Visited classrooms and held workshop after school. See activity description.

Rutherford Co.: Helped Rutherford Co. write Title IV-B proposal (Amelia Wilkie-Special Education Director, and May Morris-L.D. teacher).

May 1973

Evaluation Committee for the Elkin Project (May 3). Wrote the Elkin Proposal with Carrie Kirkman (May 7).

Met with Nancy, Bob and kindergarten teachers from Polkville and Monroe (May 24).

special education program, as written by Mr. Siviter, offers the best description of the advent and [illegible] of this program.

Polkville School contains grades K-6 and serves a small town and a rural community located 12 miles north of Shelby.

In 1977-78, Polkville School operated a separate self-contained classroom for educable mentally retarded (EMR) children. Through the cooperation of the school district authorities and Polkville School, the system agreed to return EMR students to their regular classrooms and to design and operate a resource room for special education needs.

The early childhood education coordinator for exceptional children met with the Cleveland County administrative staff, the principal, the resource teacher and the Polkville faculty members numerous times to plan and implement their program. The plan also called for the re-education of faculty to better meet the needs of all children. She conducted workshops, met with the resource teacher, Polkville teachers, parents and community resource people to help implement the resource approach.

The resource teacher described her role as follows:

1. To prepare and distribute referral forms to classroom teachers.
2. To receive proper referral forms from 16 classroom teachers in order to identify the EMR, learning disability (LD) and emotionally disturbed (ED) children according to their specific needs (first six weeks).
3. To screen, observe and give appropriate formal and informal tests to diagnose the child's specific problem.
4. To select the proper methods, techniques and strengths of children in these areas (EMR, LD and ED).
5. To change attitudes of teachers and other classmates toward exceptional children.
6. To supply materials and teaching methods.
7. To make materials for resource room and classrooms.
8. To hold continuous conferences with teachers and parents.
9. To arrange a flexible schedule for working in resource room, classrooms and planning.
10. To evaluate the special education program continuously (weekly).
11. To evaluate children (pre and post).
12. To keep folders on each exceptional child -- diagnoses, activities, methods, personal information and work.
13. To use all available community agents.
14. To provide staff development for fellow faculty members (workshops, handouts, books, etc.).
15. To arrange for experiences to happen for the exceptional child and friends (field trips, projects, interests).

The resource teacher also worked with teachers,especially K-3 teachers, to help them realize that if their classrooms are child-centered and there are resources for exceptional children provided in the classroom, and if the teacher models a positive attitude toward those children, exceptional children need not be segregated into separate classrooms.

Within the framework of the resource program, categorical labels began to be eliminated and the stigma of special education placement was greatly reduced. Some teachers preferred the resource teacher to stay in the regular classroom and help, while others used her only in a consultant capacity; and even teachers in grades 4-6 would not let the exceptional children leave the regular classroom when involved in

> learning experiences exciting to them. These were the kinds of responses that the resource teacher worked toward.
>
> The Polkville Resource Program first served 15 children who were EMR students. The resource teacher designed her room with interest centers. She worked with students in the resource room (EMR and regular students) and in their classrooms on a scheduled basis. Later during the year, she chose a more flexible schedule so as to serve more students (20 EMR and LD). Regular students chose to work on special projects in the resource room, too.
>
> The resource teacher served in a consultant role with Polkville teachers -- helping in their rooms (teaming), conducting conferences and workshops, providing materials from the resource center to regular classrooms, making materials with teachers, holding parent conferences, meeting with other agencies, and meeting the needs of the requirements of the Director.
>
> The resource model, with its flexible schedule system, could easily incorporate the training program for regular classroom teachers and teachers of exceptional children into the school system.

Table 10 presents a summation of the special education coordinator's Activity Log entries concerning activities at Polkville School. The data presented in this table is accepted as evidence of attainment of Objective 4.2.

* * *

Objective 4.3

> By July 1, 1972, the special education coordinator will have coordinated and conducted workshops and discussion groups for parents on topics relating to child development as evidenced by her activity

Objective 4.3 refers to the involvement of parents in the education of their young children, particularly those children with special needs. The objective assigns to the special education coordinator the responsibility of coordinating and conducting workshops and discussion groups for parents on topics related to child development.

Of concern in regard to this responsibility is a program philosophy which discourages the identification of children as "developmentally handicapped", "special education" or "exceptional" for other than research purposes. All children are treated individually in this

Table 10

Record of Activities: Special Education Coordinator at the Center Specializing in the Integration of Developmentally Handicapped Children

September 1972

Polkville: Since I have been at Polkville, I have worked almost every day in someone's room and spent time talking with the teacher.

At three faculty meetings at Polkville, we have discussed my role, open education, and community helpers. We now have a file in the office containing community helpers (names) and their areas of interest. Most of my time this month was spent getting to know Polkville Elementary School.

Fallston: Visited Fallston with Ms. Smith, the Special Education Supervisor for Cleveland County. One class was chosen as the control class. We met and discussed our plans.

October 1972

Polkville: Each day that I am in Polkville, I work part of the day in K-3 classrooms. Also, I meet with teachers (individually and in small groups) to help plan for and evaluate children. Talked with faculty about parent involvement.

[We are] beginning a resource program and a parental involvement program at Polkville. Tests have been identified for my program.

The testing program for Exceptional Children at Polkville and Fallston is behind my schedule, but it takes time to develop these tests. Have not received the Metropolitan Test yet.

Workshop dates are set and I feel good about these so far. Teachers seem anxious to learn more about mainstreaming the exceptional children. Resource program at Polkville is developing.

November 1972

Polkville: [I] worked in Kindergarten and third grade classroom. Two workshops were given after school where movies were shown and discussions followed. [I] worked with Resource Teacher.

"Individualizing Instruction" given to teachers 4-6 at Polkville.

"Motor" activities for teachers who have children with coordination problems. Ideas for teachers who have children who are not ready for formal reading, math, and writing exercises.

Table 10 cont'd

When at Polkville, I make myself available to teachers and work in rooms when time allows. I took my professional books to the teacher's lounge and teachers are reading them now.

Testing program begun at Polkville and Fallston.
Ron Ausdenmoore, of the State Department of Exceptional Children, met with me for two days to design tests for social, emotional, self-concept, etc., growth.

[I have] begun log and slide of kindergarten activities and changes at Polkville.

December 1972

Polkville: [I] worked in kindergarten classroom and also in one third-grade room. Set up a room next to 3rd grade classroom for students to work in. Tested K-3 exceptional children.

Fallston: [I] tested one Exceptional Children's class and also helped in room.

January 1973

Polkville: [I] did some work in classrooms, met with K teachers several times, and spent two full days with the Resource Teacher.

[I] spent two days writing a Title VI-B proposal for Polkville School in the area of Learning Disabilities. The Resource Teacher would like to help these children in their rooms and do some workshops for teacher-training of regular (Polkville) classroom teachers and 10 Special Education teachers in Cleveland County. This would also present the Resource-Teacher approach.

Leo Treece, principal of Polkville School, is giving Monday afternoon sessions (with a record program) on individualizing instruction to all his staff.
Two Day Care Teachers from Chattanooga visited me for a week. They went to Polkville, Monroe, Charlotte, Davidson, and Gastonia to look at programs for infants to five-year-olds. They liked what was happening at Polkville best.

[I] met with Clevelnad County Supervisor of Exceptional Children and set up two dates, one with county staff and one for a workshop with Cleveland County teachers k-3.

February 1973

Polkville: [I] met with faculty and shared observations. Spend lots of time with principal. Central-work in all rooms and Gill and I had workshop after school.

Table 10 con't

Cleveland County Staff: Showed Polkville Kindergarten Slides, talked about open education, and also talked about the Resource Program at Polkville. Made a few requests (tables, chairs, and cubbies) for 2nd and 3rd grades and was told that all monies are going for new High School library---no funds available for Polkville. Staff enjoyed program.

March 1973

Polkville: [I] worked each day with kindergarten teachers and Special Education Resource Teacher.

Wrote--Project LEAD (Learning Environment for All Disabilities) for Cleveland County Title VI-B. The State Department Exceptional Children Division approved and we will get funded if they get their money. Will send copy when available.

Met with Cleveland County Special Education Director three times.

April 1973

Polkville: Bernie, Suzanne, and I hald a workshop after school on "Open Education". Bernie talked on the philosophy of open education and then we had a discussion with faculty. Questions continued for an entire week after Bernie and Suzanne left.

Planned post-testing program and ready to begin in May.

Met with k-1 teachers at Polkville to order materials for multi-age class.

May 1973

Polkville: Mike Tracy (University of Indiana in Bloomington) came to Polkville for two days and met with teachers. His workshop consisted of discussions and talks pertaining to humanizing education, family involvement, and the exceptional child in the open classroom. I assisted in the workshops.

Mike spent one day with me, evaluating my program and making suggestions for next year.

He provided research information on two other projects: Project Prime and Indiana Early Childhood Program.

Much of my time at Polkville has been spent in the kindergarten setting and in planning for k-1 next year.

Testing--finished the post-testing for Polkville-Fallston project.

program. Teachers are discouraged from labeling children. Thus, parents are not informed that a child has a "learning disability", unless it is severe or is thought to require medical attention. All parents are invited to participate in the workshops and discussion groups concerning child development topics, and they are encouraged to meet the individual needs of children without the imposition of preconceived expectations of achievement.

In effect, this program considers good early childhood education to encompass the special needs of *every* child without isolating certain ones from the group for exclusive instruction. The teacher provides appropriate learning activities for each child, and is supported by the resource staff -- special education teacher, librarian, *etc*. In some instances, there are resources beyond the regular teams, *i.e.*, parents, reading teachers, social workers and community agencies; but all assistance is integrated into the regular classroom activities of the children.

This year is the first year that this component has been an active part of the project. Most of the activities supported by this objective (4.3) have been informal, therefore, and have involved many individual and small group discussions with parents. Parents have been invited into classrooms to observe and/or work with the children -- their own child and others.

The special education coordinator has been involved with the development of these support systems necessary for successful inclusion of special education children into the regular classrooms. However, as corroboration of achievement of this objective, several such discussions are mentioned in her activity logs. In addition, the following description from the March activity log delineates a specific workshop conducted by this coordinator.

March 1973

Polkville: 3/1/73 -- Parent Workshop: (K) Parents and teachers came to the classroom one evening from 7:00-9:30. Slides were shown of the program; informal discussions on child development occurred during the slides. Kindergarten teachers demonstrated how 12 "teacher-made games" were made and used. Parents chose several games to make two of -- one to take home and one to leave at school. Raw materials were provided by me. Refreshments were available. Other teachers attended. Parents loved it, and would like to have another. Teachers of other grades would like to have parent workshops. Parents conversed with each other in centers and made many learning games. Books on teacher-made materials were available and lots took ideas home with them.

This data is accepted as evidence of attainment of Objective 4.3.

* * *

Objective 4.4

By July 1, 1973, the special education coordinator will develop cooperative relationships with local agencies to serve as additional resources to all children including handicapped, as evidenced by a report of all meetings with these agencies and a listing of services performed.

The responsibility delineated in Objective 4.4 refers to the development of cooperative relationships with local agencies to serve as additional resources to children in the program. As with Objective 4.3, this objective has been interpreted by the project staff as it pertains to Polkville Elementary School and not to all project schools.

The list below names the local agencies with which the special education coordinator has developed mutual relationships for implementing this aspect of the program:

1. Cleveland County Schools: home-bound teacher, speech teacher
2. Department of Social Services
3. Department of Mental Health
4. Health Department (Cleveland County)
5. N.C. School for the Deaf (Morganton, N.C.)

The list is recognized by the evaluator as confirmation of the fulfillment of Objective 4.4.

* * *

CHAPTER III

STAFF DEVELOPMENT COMPONENT

The Staff Development Component of this project is concerned with five major goals, as presented below:

1) Effect positive teacher beliefs about children and learning (Objective 1.1);
2) Alter teacher practices to methods concordant with the current best child development theories (Objective 1.2);
3) Promote instructional leadership as well as management skills for principals (Objective 1.3);
4) Enhance positive attitudes toward school team relationships (Objective 1.4); and
5) Instruct teachers in the diagnosis of individual needs of children (Objective 1.5).

The target population for this component includes all of the kindergarten teachers and teacher-assistants, the first through third grade teachers (and occasionally fourth through sixth grade teachers), resource teachers (special education and/or reading teachers, and/or librarians), school principals, and early childhood education and/or elementary supervisors from the schools with state-supported kindergarten classrooms*. There were forty (40) early childhood centers (each containing two kindergarten classrooms) in the four western districts during this year of the project.

For the purposes of this discussion, the staff development activities will be considered either (1) summer institute training, or (2) follow-up training/assistance. The Western Regional Early Childhood

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*A kindergarten classroom consists of a teacher, a teacher-assistant and 23 children. Most of the schools were funded for a "center", i.e., two kindergarten classrooms, with two teachers, two teacher-assistants and 46 children.

Coordinators* are responsible for all early childhood staff training within their respective districts. Resource persons available for consultation and assistance with staff training include:

1) State Department of Public Instruction, Early Childhood Education Division:
    - James Jenkins, Director
    - Charlotte Barnes, Program Consultant
    - Ruth Woodson, Program Consultant
    - Una Mae Lennon, Program Consultant
    - Eileen Miller, Program Consultant

2) Other specialized consultants from the State Department:
    - reading, art, music, special education, Title I, math, science, *etc.*

3) Learning Institute of North Carolina:
    - Bernard Schein, ESEA Title III Early Childhood Staff Development Director
    - Gill Walsh, British Consultant in Early Childhood Education
    - Suzanne Triplett, Early Childhood Education Evaluation Consultant
    - John Hawes, Acting Director for Programs

4) Title III Special Education Coordinator, Betty Siviter

5) Experienced trained staffs from state-supported early childhood centers.

In addition, five British consultants were employed for the summer training institutes.

The summer training efforts consisted of a residential summer institute in each district for the leadership teams from schools which were inaugurating early childhood centers, and a Principals' Conference for principals from all schools in the program. Follow-up activities are varied, ranging in scope from simple extensions of the summer training to regional study conferences.

Numbers quoted in this report should be interpreted cautiously, as they are often misleading. For example, it is recorded that Nancy Hefner (District VI Coordinator) worked with approximately 1,869 persons during follow-up training activities. (See Table 11.) It should be noted that many of these persons were children or parents of students, and that the same person may have been counted two, three or six times in different activities. The numbers are reported because, interpreted properly, they are significant -- if for no other reason than that they reveal the magnitude of the coordinators' tasks. However, the impact of the project should not be assessed from these data alone.

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*See discussion on page 24 concerning the staff development activities in District VII.

It is impossible, within the restraints of this evaluation, to quantify the impact that the trained leadership teams have on the staffs of their schools, or their impact even on the school system, when they return in the fall. For instance, many school systems conducted training programs for their early childhood staffs during the summer of 1973. Again, many school districts have planned and are implementing institutes patterned after and coordinated with the state early childhood education staff development efforts: e.g., Charlotte/Mecklenburg, Winston-Salem/Forsyth, Buncombe County, Cabarrus County, to name a few. Western Carolina University, with the assistance of Robert Kimzey (District VIII Coordinator),will execute an institute for school districts that desire extended services but are unable to finance their own.

This chapter seeks to define the staff development activities of the project and to answer the objectives relating to such activities. There are five product objectives relating to the goals of the component, as stated previously. Each product objective has both an operational-process and a management-process objective. The objectives of each triad set will be discussed together in the same order as they appear in the "Establishment of Regional Centers for Early Childhood

TABLE 11

RECORD OF TECHNICAL ASSISTANCE TO CENTERS BY THE STAFF DEVELOPMENT COORDINATOR

DISTRICT VI

		NUMBERS OF PERSONS SERVED AT CENTER											
Center No.	School Name	Superintendents	Supervisors	Principals	Teachers	Teaching Assistants	Parents	Student Teachers	Children	College Representatives	Community Agencies	Other	TOTAL
42	North Albemarle Elementary School		2	9	73	7			25			2	118
9	Henry Grove Primary School	1	2	5	27	9							44
56	Central Elementary School		3	4	15	3	1						26
44	Winecoff Elementary School	3	1	4	51	5	1			1	4	1	71
45	Clear Creek Elementary School		6	5	17	8						11	47
69	Polkville Elementary School	1	2	7	26	14	54					7	111
46	North Brook No. 2 School	2	1	6	52	13	107					2	183
70	Unionville Elementary School	1	1	3	11	6						1	23
6	Woodhill Elementary School			8	82	10		43	274			7	424
	Other	1	13	51	561	17	40	88	4	30	2	15	822
	TOTALS	9	31	102	915	92	203	131	303	31	6	46	1869

Staff Development" proposal.

STAFF DEVELOPMENT COMPONENT OBJECTIVES

Objective 1.1

> By July 1, 1973, the K-3 teachers participating in the 1972 summer institutes will show a significant (.05) positive change in all subscales of the LINC Teacher Beliefs Survey, as evidenced by their pre-post scores.

The objective stipulates that the K-3 teachers participating in the 1972 summer institutes will show a significant positive change in all subscales of the LINC Teacher Beliefs Survey as evidenced by their pre-post scores. Therefore, the appropriate first step is to identify the population for the objective. This project, funded through ESEA Title III, is directed toward the staff development functions of only the four western educational districts. However, as reviewed in the introduction, early childhood education staff development is a state-wide mission. Even as the western districts executed four residential summer institutes, the eastern districts also planned and executed four comparable summer institutes. The state early childhood education evaluation design was drawn to eliminate any division between the east and west, and it coincides with the design set forth by this project. Objective 1.1 is, therefore, applicable for the participants of the eight regional institutes.

The data presented below will be inclusive of all summer institute participants. The objective pertains to K-3 teachers. The pre-test data is for all participants -- teachers, teacher assistants, supervisors and principals. When the pre-test data were collected at registration prior to each institute, it was discovered that the answer sheets were ambiguous in regard to identifying participants. Some participants completed the sheets correctly, but many did not. In analyzing the data, it was impossible to differentiate the teachers with any certainty; hence, the pre-test data represents the responses of all participants (N = 621).

The post-test was administered on a variety of occasions and in different ways to determine, if possible, (1) the effects of time on the changes demonstrated by the participants, and (2) the correlation of beliefs of teachers and their respective teacher assistants. The discussion of the results below is a preliminary review. It is anticipated that these data will be utilized in the next year for exploration of various questions relating to early childhood education including staff development. Some possible questions are:

1) What is the effect of teacher beliefs on the achievement scores of their students?

2) Is there a correlation between beliefs of teachers and their assistants? and achievement scores of black children? of white children?

3) Does a relationship exist between teacher beliefs and "degrees of openness" of classrooms?

The first post-test data presented below are derived from instruments administered immediately following the residential week of the summer institutes (N = 50.). It was administered to all participants who were still in residence at the end of the week in Districts I, II, III, IV and V. District VII randomly selected one-third (1/3) of the participants for pre-administration and again for post-testing during the summer institute. Districts VI and VIII elected not to post-test at that time.

As noted earlier, the answer sheets were inadequate for identifying individuals or groups. Hence, the data are for all participants. Subsequently, the answer sheets were revised -- see Appendix C for the answer sheet that was developed for the combined instruments used in this component -- and the Teacher Beliefs Survey was administered (N = 75) at the end of the school year (the last week in April and the first week in May).

A randomly selected group (N = 41) of first through third grade teachers was given the test booklet, an answer sheet, directions and a pre-addressed stamped envelope, and asked to take the test and return both it and the answer sheet to the LINC Research and Evaluation division. Nine, or 21.9%, of the teachers actually completed and returned the answer sheet. Taking into consideration the fact that the instruments were delivered and explained to the teachers by the evaluator, the percentage of return is too low to have validity, but the data are presented below for the reader's information. No principals or supervisors were included in the selection.

In addition to the above sample, every kindergarten teacher (N = 42) new to the program in 1972-73 was asked to respond to the Teacher Beliefs Survey at the end of the school year. (It should be noted that several of the teachers in this sample were K-1, K-2 or K-3 teachers.) For the purposes of this discussion, they are not identified.) Thirty-two, or 76.2%, of the kindergarten teachers responded. Likewise, the teacher assistants (N = 40) new to the program and participating in staff development activities were asked to take the survey in the spring. There was an 85-percent response.

A description of each of the six subscales of the Teacher Beliefs Survey as interpreted by Dr. David Kingsley in his unpublished doctoral dissertation follows:

SCALE DESCRIPTIONS

Scale One: Student-Centered Educative Process (Student Involvement in Planning)*

This scale indicates the educator's attitude toward a combination of two ways which a teacher may use to facilitate student learning. First, the teacher may try to meet the social-emotional needs of his students. This is partially accomplished by showing a personal interest in the student. The second aspect of this scale is that of pupil participation. This participation usually takes the form of having a voice in the choice of problems for study, and giving students a part in lesson planning. Although the goal in this factor is a student-centered educative process, the items stress teacher initiation.

A high score on this scale indicates that a teacher is in agreement with pupil participation in choosing the curriculum content and the approach to be used in the study. This teacher would feel that an important part of the educative process would be in meeting the non-intellectual needs of the student, an objective which would require the teacher to take a personal interest in each student.

Scale Two: Subject-Matter Emphasis (Emphasis on Subject-Matter Content)

The items in scale two are representative of the view that a student is in school to learn a certain predetermined course of study. Two questions state that "the backbone of the school curriculum is subject matter, (and that) learning is essentially a process of increasing one's store of information." A high score on this scale indicates the educator believes that the teacher's job is to teach facts and specific skills. It is a strictly academic point of view which would assert that the mastery of a field of knowledge is its own reward, and that a primary objective of teaching is seeing that this mastery is obtained.

Scale Three: Teacher Direction (Student-Regulated vs. Teacher-Regulated Classrooms)

This factor emphasizes teacher control of the total classroom. It stresses supervision, discipline, standing firm, keeping pupils busy, a firm hand by the teacher, and hard work. A high score on this scale would be indicative of an attitude of firm control and careful organization on the part of the teacher, who is personally guiding and directing the total classroom process. It would indicate that the educator takes the attitude that discipline and control are an important part of teaching.

Scale Four: Teacher Empathy

Teacher Empathy deals with the attitude of the educator toward the closeness of the teacher's relationship with his students.

An atmosphere filled with love and the teacher's ability to see the world as the student sees it are seen as being important aspects of teacher empathy. The teacher's personality is also a significant factor in his ability to relate to pupils. A high score on this scale indicates the educator takes the attitude that it is important to be able to empathize with the student, and understand his point of view. He would agree that an environment filled with love is helpful in discovering student interests and facilitating learning.

Scale Five: Student Self-Direction (Student Freedom and Autonomy in Learning)

Scale five brings together ideas about attitudes, order, pupil initiative and across-the-school routine. The importnace of attitude learning is related to an environment in which pupils can make choices and set their own pace. This factor is definitely pupil-centered with the pupil doing the acting and the teacher mentioned only twice over the nine items. A teacher with a high score on this factor would agree that across-the-school routine would tend to restrict the learning which comes from student self-direction. Agreement with these items would also mean a belief that there is too much emphasis on keeping order in the classroom and the attitude that profitable learning can take place when students are allowed to exercise their own initiative.

Scale Six: Subject-Matter Integration (Specialization vs. Integration of Disciplines)

Subject-matter integration is not only the relating of the different fields of study, one to the other, but also relating the fields of study to what the student has experienced of the world outside the classroom. This factor related integration to hard work on the part of the teacher. A high score on this scale would indicate a teacher would agree that "the basic function of education is fulfilled only when pupils...understand the general significance of the material they have learned" (item 79). The task of relating the subjects to the outside world is primarily a teacher responsibility according to the items in this scale.

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*The subscales names within parentheses are the names used in this project evaluation.

TABLE 12
RESULTS FOR TEACHER BELIEFS SURVEY

SUBSCALE	PRE-TEST		POST - TEST							
	All Participants (N = 621) At Registration		All Participants (N = 50) End of First Week of Summer Institute		Grades 1-3 Teachers Districts VI & VIII (N = 9) Spring 1973		K Teacher of New Schools (N =33) Spring 1973		K Teacher Assistants New Schools (N = 34) Spring 1973	
	$\overline{X}$	$\sqrt{\ }$	$\overline{X}$	$\sqrt{\ }$	$\overline{X}$	$\sqrt{\ }$	$\overline{X}$	$\sqrt{\ }$	$\overline{X}$	$\sqrt{\ }$
1. Student Involvement in Planning	11.28	2.40	12.27	2.68	12.73	2.98	9.60*	1.75	12.10+	2.55
2. Emphasis on Subject-Matter Content	17.75	4.40	18.65	3.36	16.00	3.92	18.64	3.31	15.20+	3.40
3. Student- vs. Teacher-Regulated Classrooms	-6.56	1.70	-6.42	1.45	-6.43	1.65	-7.49*	1.54	-6.32+	1.37
4. Teacher Empathy	5.60	1.28	6.27	1.49	6.77	1.37	5.20	1.28	6.20+	1.48
5. Student Freedom and Autonomy in Learning	7.96	2.21	8.66	2.59	8.36	1.87	6.54*	1.39	8.71+	2.23
6. Specialization vs. Integration of Disciplines	-9.20	2.02	-9.25	1.85	-9.46	2.08	-8.92	1.97	-9.24	1.57

*Significant positive change at the .05 level.
+Indicates subscales for which "K" teacher assistants' responses were significantly

NOTE: The name of the subscale is supported by a low score.

The data presented in Table 12 indicate that:

1) the kindergarten teachers made significant positive change on three of the six subscales when re-tested at the end of the year.

2) when tested at the end of the year, no significant positive changes were made by the kindergarten teacher assistants on any subscales. Their scores were, however, significantly lower than their respective teachers on five of the six subscales.

3) the teachers, grades 1-3 (Note the small sample size), made no significant positive gains when retested at the end of the year.
4) summer institute participants made significant positive gains only only one subscale when retested at the end of the summer institutes.

(Note: The Teacher Beliefs Survey scoring procedure is currently being modified to reflect recently developed statistical and computer techniques by Dr. W.G. Katzenmeyer, Professor of Educational Research, Duke University, Dr David Kingsley, North Carolina Advancement School, and the evaluator. The data from all early childhood education administrations of the Teacher Beliefs Survey will then be reanalyzed to reflect the more nearly accurate scoring. The adjusted scores for the above data will then be utilized by the evaluator together with the other instruments from this project and from the State kindergarten assessment evaluation for the "Fourth Annual Kindergarten Evaluation Report", scheduled for presentation to the State Board of Education during November, 1973. The evaluator will ammend this report at that time to reflect the conclusions and recommendations applicable to this project.)

The data presented in Table 12 do not indicate sufficient positive changes to meet the requirements of Objective 1.1.

* * *

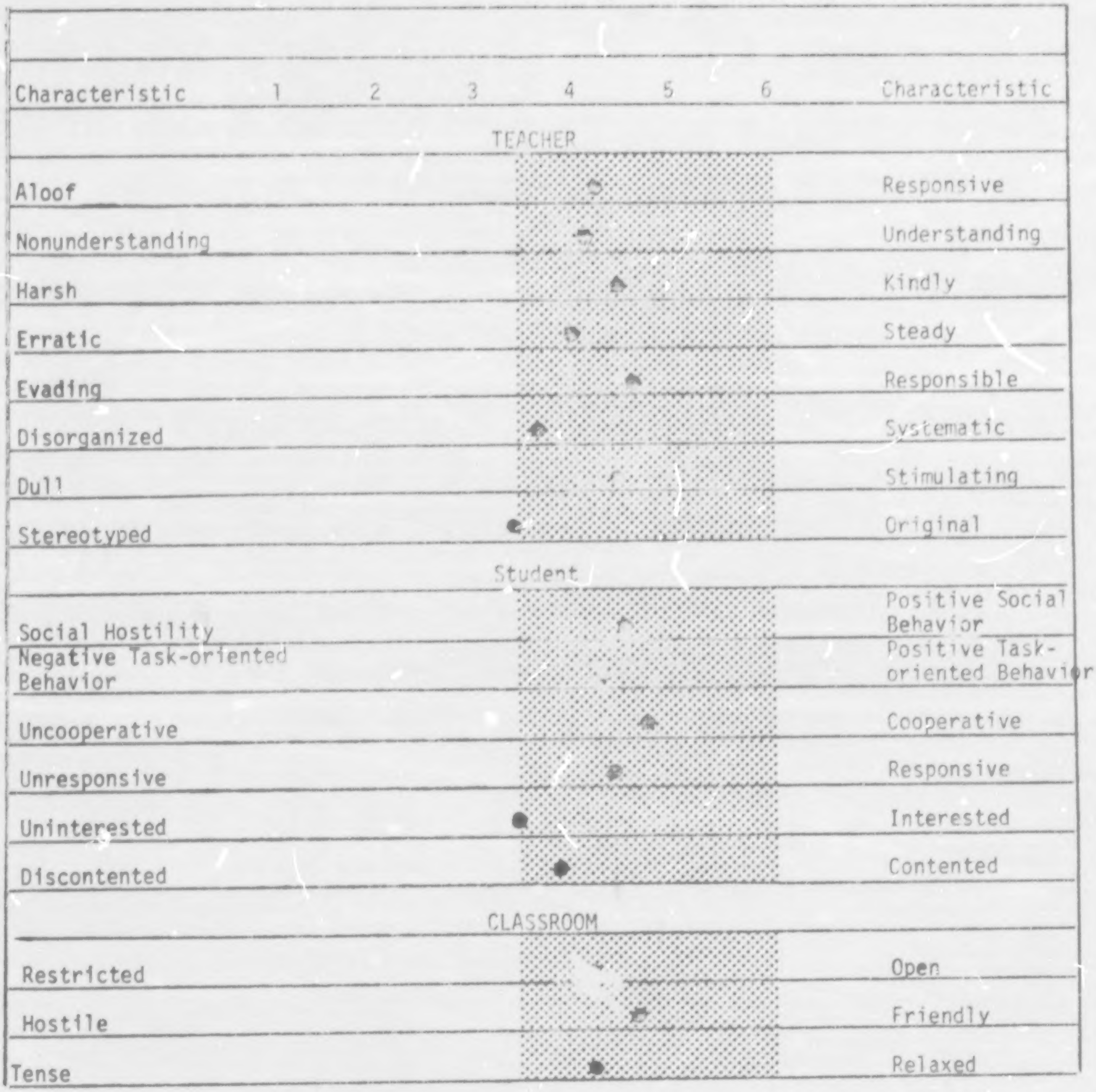
Objective 1.1.a

> The new K-3 teachers will reflect changes in attitude toward the areas of Subject Matter Emphasis, Student Freedom, Specialization, Empathy, Student-Regulated Classroom and Student Involvement, during the school year. Evidence will be provided by an outside observer's classroom observations and a positive reading on the Semantic Differential subscale of the Classroom Observation Scale.

Objective 1.1.a relates directly to the preceding objective (Objective 1.1). The Classroom Observation Scale is analyzed in the discussion of Objective 1.2, and consequently, the instrument, administration or sampling procedures will not be discussed at this time to avoid replication. In answer to and in fulfillment of Objective 1.1.a, the means and standard deviations on the Semantic Differential subscale items are recorded on Table 13, with those indicating positive readings on the right side of the graph. (It should be noted that only the Spring 1973 observations were required by this objective.)

TABLE 13

Climate Scales
of the
Semantic Differential Subscale



*Responses lying within the shaded areas of the chart are interpreted as positive responses, in accord with the philosophies of the program.

> Objective 1.1.b
>
> The staff development coordinator will plan and execute the summer institute and follow-up workshops designed to enhance those concepts underlying the Teacher Beliefs Survey. The submission of the summer institute report and the content of follow-up workshops will show attainment.

The philosophies underlying the early childhood education program in North Carolina are reflected in the beliefs measured by the Teacher Beliefs Survey. These same philosophies are espoused by the Early Childhood Staff Development team, i.e., Regional Early Childhood Coordinators, SDPI and LINC. Specifically, referring to the subscale descriptions on page 81, the program is disposed to the furtherance of these ideals:

1) Teachers will place less emphasis on subject matter content and will integrate the subjects as appropriate for the needs of individual children.
2) Teachers will allow and encourage freedom in their classroom which will permit individual children to fulfill their needs at their specific rates and in their individual patterns.
3) Teachers will integrate the disciplines and will not isolate specific areas or skills for drill.
4) Teachers will be empathetic with the children and their needs.
5) Teachers will provide for child-centered, as opposed to teacher-centered, classrooms.
6) Teachers will intrust much of the responsibility for planning learning activities to the individual children.

Consequently, the intent of Objective 1.1.b is fundamental to all staff development activities. In response to the objective, the Coordinators submitted Summer Institute Reports and monthly activity logs. Fulfillment of the objective is acknowledged on the basis of workshops held in each of the western districts on topics such as the integrated day, individualizing instruction, and child development.

* * *

Objective 1.2

By July 1, 1973, new K-3 teachers who have received training in staff development will demonstrate a significant (.05) positive change in their use of Intra-Class Grouping, Multi-Media Teaching, Differentiating Assignments, and Promotion of Self-Direction in Learning, as evidenced by the LINC Classroom Observation Scale administered by outside observers in May, 1972 and May, 1973.

Objective 1.2 states that "...new K-3 teachers who have received training in staff development will...LINC Classroom Observation Scale..."; hence, following the format established in the discussion of Objective 1.1, the population and sampling procedures will be identified first.

The objective does not specify a random selection of the new K-3 teachers; however, a random selection was made for the pre-(May 1972) and the post-(April-May 1973) observations because of two major factors: 1) the lack of funds for observing all participating teachers, and 2) the effort to observe, randomly, in both eastern and western districts.* The teachers for the pre-observations were selected by randomly selecting schools to be observed from the twenty (20) schools that were to be new to the program in Fall 1972, and then randomly selecting first through third grade teachers (N=52.) to be observed. (The new schools for the program were not announced until late April 1972; pre-observations were necessary before the end of the 1972 school year; teachers had not been assigned to their succeeding year's position; therefore, the selections were made from all grade 1-3 teachers within a selected school. Many teachers were observed in May 1972 that did not attend the summer institutes.) The post-observation sample was selected from the teachers attending the summer institutes. All kindergarten teachers (N=42.), many of whom teach K-1, K-2, or K-3, were included in this sample. Then, grade 1-3 teachers (N=52.) were randomly selected from the teachers who attended summer institutes in randomly selected schools.

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*Funds from other than Title III supplemented this evaluation and supported all evaluation activities in the eastern districts.

The evaluator, or her trained designee, observed the teachers/classrooms. It should be noted that not all observations were completed. The instructions to the observers were:

1) Observe before lunch; by 11:00 if possible.
2) Observe the kindergarten teachers first; preferably between 8:30 and 10:00.
3) All observations in a school must be completed in one day.
4) Notify the school as to which day you will observe, but not as to which teachers/classrooms will be observed.
5) If a teacher is absent, or can't be observed, do not substitute.

Occasionally, teachers were unavailable, but the sample is adequate for our research.

The subscale titles are self-explanatory, but, for the benefit of the reader, the instrument is included in Appendix C. The subscales are 1) Intra-Class Grouping, 2) Multi-Media Teaching, 3) Differentiating Assignments, and 4) Promotion of Self-Direction in Learning.

The data are presented in Table 14 and are accepted as evidence of attainment of Objective 1.2.

* * *

Objective 1.2.a
The K-3 teachers attending will incorporate the "open classroom" techniques in their own classrooms as evidenced by outside observers' classroom observation and the higher post-scores on the Classroom Observation Scale.

TABLE 14

CLASSROOM OBSERVATION SCALE

Pre-(May 1972) and Post-(April/May 1973) Observations

	Pre (N=16.)		Post (N=94.)	
	Mean	Standard Deviation	Mean	Standard Deviation
Intra-Class Grouping	15.46	3.58	19.53**	6.05
Multi-Media Teaching	11.02	4.84	17.40**	5.15
Differentiating Assignments	9.35	4.51	17.36**	5.52
Promotion of Self-Direction in Learning	12.16	6.16	17.89**	7.31

**Denotes a positive increase at the .05 level of significance.

Again, as with the Teacher Beliefs Survey, the factors measured by the Classroom Observation Scale are inherent in the philosophies of the early childhood education program.

In response to Objective 1.1.a, the total mean scores for the pre- and post-observations are submitted as evidence. There are considerably higher post-scores than pre-scores, in attainment of Objective 1.2.a.

* * *

> Objective 1.2.b
> The staff development coordinators will organize the staff development training program around the open classroom concept. This includes the summer institutes and follow-up training. This will be evidenced by submission of the summer institute report giving the content of the training workshops and a report of the content of follow-up activities.

The coordinators organized the summer staff development training program around the open classroom concept, as evidenced by their summer institute reports. The following list presents the topics of the workshops available to participants at one Summer Institute (District V).

1) "The Open School and its Implications for American Education"
2) "British Primary Schools"
3) "Classroom Arrangement"
4) "Art Experiences"
5) "Mathematics"
6) "Play and Learning"
7) "Use of the Environment"
8) "Language Experience"
9) "Cooking and Nutrition"
10) "Music"
11) "Physical Education"
12) "Assessment"
13) "Creative Writing"
14) "Classroom Management and Record Keeping"
15) "Slide and Film Making with Children"
16) "Developmental Needs of Children"

The activity logs submitted by the coordinators provide adequate evidence that follow-up activities were also organized around the open classroom concept. (See discussion concerning summation of activity logs presented in Chapters 1 and 2.)

Objective 1.2.b is judged fulfilled by the evaluator.

* * *

> Objective 1.3
> By July 1, 1973, the principals attending staff development institutes will provide local leadership as evidenced by a significant (.05) positive increase in their activities in leadership roles as perceived by their respective K-3 teachers. A survey to determine this perception will be made pre and post.

Objective 1.3 states that principals attending the summer institutes will show a positive increase in their leadership abilities. Evidence for attainment of this objective was provided by a significant positive increase in their activities in leadership roles as perceived by their respective K-3 teachers.

Selected items of the Purdue Teacher Opinionnaire (See complete discussion in Objective 1.4, page 95.) were used to measure the perceptions of the K-3 teachers. The items identified as pertaining to this objective were: 1, 4, 5, 10, 11, 12, 20, 21, 23, 24, 25, 26, 32, and 33. (See Table 17, page 97, for item analysis.) There were significant (.05) positive increases on all items except item 24 which pertains to the importance of teachers' meetings. The respondents on the post-test did not appear to feel any more positively toward the importance of teachers' meetings than the pre-test respondents.

The gains were sufficient on the other items for attainment of Objective 1.3.

* * *

Objective 1.3.a

> The principals attending the staff development institutes will use techniques in instructional and community leadership. Attainment will be evidenced by their involvement in teacher workshops during the summer and during the year, and an annual principal's report summarizing parent activities and community agency involvement.

Objective 1.3.a states that the principals identified in the preceding objective (Objective 1.3) will use techniques in instructional and community leadership. Attainment was measured by their involvement in teacher workshops during the summer and the school year. The Workshop Attendance sheets on file with the evaluator support this portion of the objective. They indicate that the principals did, indeed, attend the workshops. However, another measure required by the objective is a principal's report summarizing parent activities and community agency involvement. Table 15 presents this report from William M. Hampton Elementary School* of which J.A. Fulmore is the principal. Seventy-nine (79) principals were involved in the program. Reports were received from only 27 (35%) principals, a very low return. Also, in reviewing the data, the evaluator found that the responses submitted by the principals were inconsistent with other data. For example, one school visited by the evaluator on five occasions and by the project director twice (both identified as LINC representatives) reported no visits by LINC representatives. Therefore, the evaluator judges this data to be inadequate for evaluation pruposes. If a similar report is to be used in the future, it should be sent to the principals from James Jenkins, the State Director of Early Childhood Education, to insure a more

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*Regional Early Childhood Education Coordinator, Altha Manning, is housed at William M. Hampton Elementary School.

TABLE 15

SUMMARY OF VISITORS REPORT
(to be Submitted by May 1, 1973)

SCHOOL: WILLIAM M. HAMPTON

Center # District 5

PRINCIPAL: J. A. Fulmore

DATE SUBMITTED: June 5, 1973

* * * *

	PERSONS SERVED (Indicate Number)												
			from other schools										
DATE	Superintendents	Supervisors	Principals	Teachers	Parents	Community Agency Persons	Student Teachers	College Representatives	SDPI Personnel	LINC Personnel	Staff Development Coordinators	Other	TOTAL
OCTOBER	1			6	100		5	1	2	1		11	127
NOVEMBER	1	3	30	19	71	10	5	1	2	3	6	21	172
DECEMBER	1	2		15	50	8	5	2	1	6	3	11	104
JANUARY		4	4	55	50	7	2	2	1	1		10	136
FEBRUARY	6	20	20	16	61	9	2	6			11	3	154
MARCH	1	15	15	22	70	8	2	8			6	12	159
APRIL	1	1	1	28	80	7	2	3	6	1	9	19	158
MAY	1	7	1	39	80	8		3	3			10	152
TOTAL	12	52	71	200	562	57	23	26	15	12	35	97	1162

Return to: Attention: Suzanne Triplett
Learning Institute of North Carolina
1006 Lamond Avenue
Durham, North Carolina 27701

accurate accounting. This report was, for some principals, the only visible contact with the project, thereby, leaving principals to interpret its value on limited knowledge of the association of the project and the state program.

By eliminating the principals' reports, the evaluator bases the attainment of the requirements of this objective on the attendance records alone, which do not provide any evidence of techniques utilized. Objective 1.3.a has not been attained because of inadequate instrumentation.

* * *

> Objective 1.3.b
> The project director and district coordinators will plan and conduct a principal's conference which emphasizes the principal's leadership in instruction, and development and attainment of project goals. Evidence of the attainment of this objective will be the presentation of a copy of the Principals' Conference Report to the evaluation agency.

This objective requires that the project director and the coordinators plan and conduct a principals' conference. A copy of the Principals' Conference Report on file with the evaluator is accepted as evidence of fulfillment of Objective 1.3.b.

* * *

> Objective 1.4
> By July 1, 1973, persons participating in the 1972 summer institutes will demonstrate a significant (.05) positive growth in their attitude toward school team relationships as evidenced by their scores on selected subscales of the Purdue University Opinionnaire or an appropriate instrument administered pre and post.

Objective 1.4 states that "...persons participating in the 1972 summer institutes will demonstrate a significant positive growth in their attitude toward school team relationships..."

The first and third subscales, Teacher Rapport with Principal and Rapport among Teachers, respectively, of the Purdue Teacher Opinionnaire were selected to measure this objective. The population for the testing is identified in Objective 1.1 of this chapter, except for the sample tested at the end of the first week of the summer institute. Also, for the post-testing, results for the participants from Districts V, VI, VII and VIII, only, were utilized.

On the pre-test (N=191.), the mean raw score was 58.70, with a standard deviation of 17.73, on the Teacher Rapport with Principal subscale. The same sample had a mean raw score of 40.78, with a standard deviation of 11.03 on the Rapport among Teachers subscale. The post-test sample (N=44.) had mean raw scores and standard deviations of 68.62, 9.45, and 47.30, 6.66 on the same subscales, respectively. (See Table 16.) There were significantly (.05) positive changes on both subscales.

TABLE 16

Mean Raw Scores for Purdue Teacher Opinionnaire

	Pre (N=191)		Post (N=44)	
	$\overline{X}$	$\overline{V}$	$\overline{X}$	$\overline{V}$
Teacher Rapport with Principal	58.70	17.73	68.62	9.45
Rapport among Teachers	40.78	11.03	47.30	6.66

Tables 17 and 18, Teacher Rapport with Principals and Rapport among Teachers, respectively, present an item analysis of the two subscales. It may be observed that there were significant (.05) positive changes on 31 of the 34 items. The evaluator judges that Objective 1.4 has been attained.

TABLE 17

TEACHER RAPPORT WITH PRINCIPAL

pre: N=191.
post: N= 44

OPINIONNAIRE ITEMS

RESPONSES AND WEIGHTS

Item No.

1. The work of individual faculty members is appreciated and commended by our principal.

2. Teachers feel free to criticize administrative policy at faculty meetings called by our principal.........................

3. Our principal shows favoritism in his relations with the teachers in our school...

4. My principal makes a real effort to maintain close contact with the faculty.......

5. Our principal's leadership in faculty meetings challenges and stimulates our professional growth.......................

0. My principal makes my work easier and more pleasant..................................

1. My school principal understands and recognizes good teaching procedures............

2. The lines and methods of communication between teachers and the principal in our school are well developed and maintained..

6. My principal shows a real interest in my department..................................

4. Our principal promotes a sense of belonging among the teachers in our school......

0. My principal is concerned with the problems of the faculty and handles these problems sympathetically..................

1. I do not hesitate to discuss any school problem with my principal................

2. My principal acts as though he is interested in me and my problems...............

3. My school principal supervises rather than "snoopervises" the teachers in our school.

4. Teachers' meetings as now conducted by our principal waste time and energy of the staff..

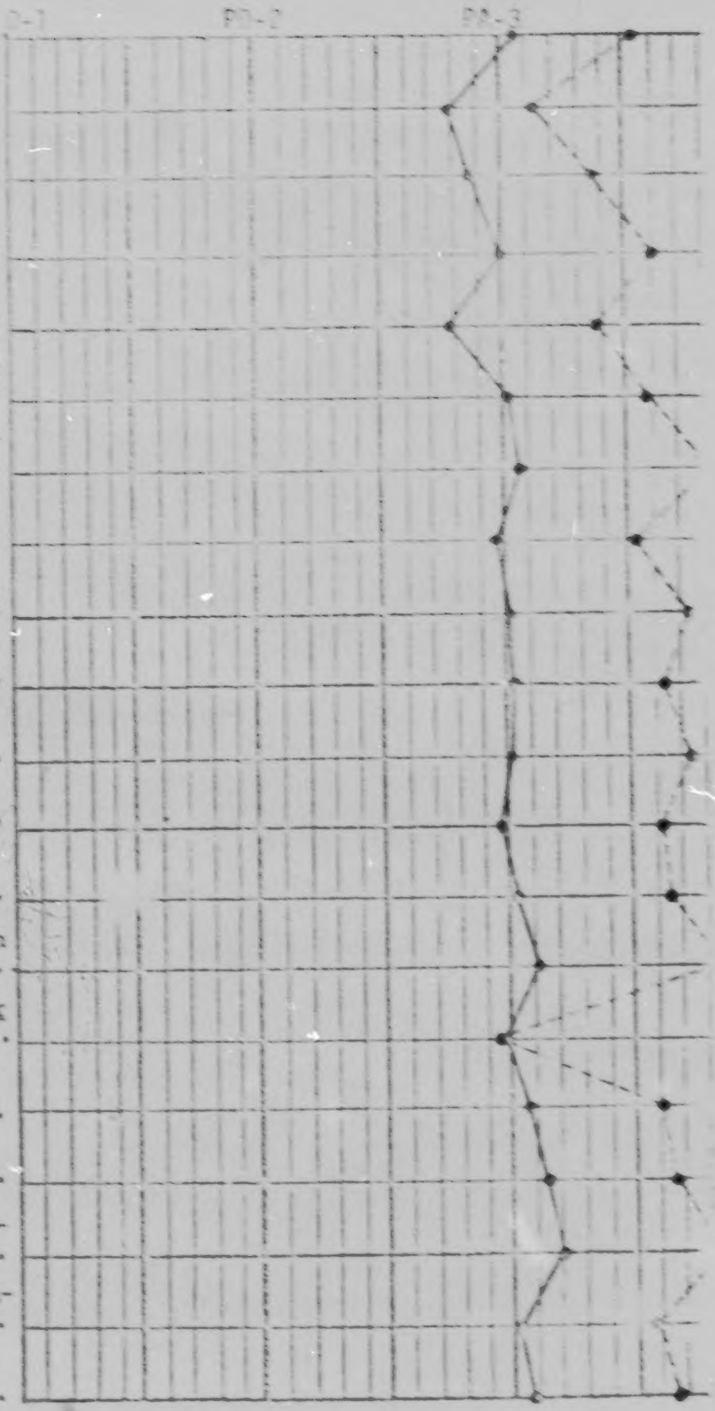
5. My principal has a reasonable understanding of the problems connected with my teaching assignment.......................

6. I feel that my work is judged fairly by my principal...................................

2. My principal tries to make me feel comfortable when he visits my classes...........

3. My principal makes effective use of the individual teacher's capacity and talent....

4. Teachers feel free to go to the principal about problems of personal and group welfare....



The responses to the underlined items have been adjusted so that the positive responses are always to the right of the graph.

* Significant at the .05 level.

TABLE 18

RAPPORT AMONG TEACHERS

pre: N=191
post: N= 44

OPINIONNAIRE ITEMS

RESPONSES AND WEIGHTS

Item No.

. There is a great deal of griping, arguing, taking sides and feuding among our teachers.

. Generally, teachers in our school do not take advantage of one another..............

. The teachers in our school cooperate with each other to achieve common, personal and professional objectives...............

. Experienced faculty members accept new and younger members as colleagues..............

. The competency of the teachers in our school compares favorably with that of teachers in other schools with which I am familiar.....

. Our teaching staff is congenial to work with...................................

. My teaching associates are well prepared for their jobs..............................

. Our school faculty has a tendency to form into cliques ....

. The teachers in our school work well together ....

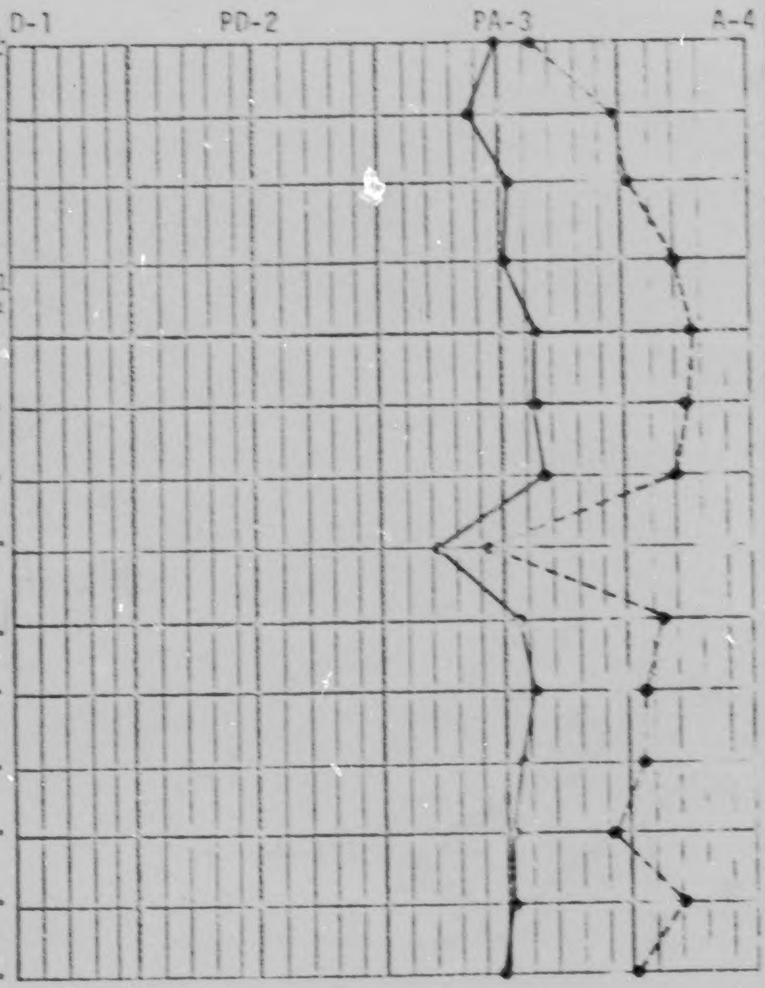
. The cooperativeness of teachers in our school helps make my work enjoyable........

. The teachers in our school have a desirable influence on the values and attitudes of their students.........................

. Other teachers in our school are appreciative of my work...........................

. The teachers with whom I work have high professional ethics.........................

. The teachers in our school show a great deal of initiative and creativity in their teaching assignments....................



The responses to the underlined items have been adjusted so that the positive responses are always to the right of the graph.

* Significant at the .05 level.

> Objective 1.4.a
> The school staff will develop closer working relationships with their colleagues and the principal during the school year. Attainment will be evidenced by the coordinator's increasingly more positive rating through a narrative report after on-site visits during the year to randomly selected schools.

According to the requirements established by the objective, the respective school staffs in randomly selected schools will "...develop closer relationships with their colleagues and their principal during the school year." The schools that were randomly selected (from the 20 new centers) are listed below:

District V:	Jones Elementary School
	Helena Elementary School
District VI:	Polkville Elementary School
	Unionville Elementary School
District VIII:	Burnsville Elementary School
	Murphy Elementary School*

The coordinators' reports in the activity logs do indicate that team relationships are better; however, the evaluator cautions that this type of evaluation technique is open to question. The logs were not designed to show these types of changes. However, the evaluator's critique of the school team relationships with the respective coordinators also indicates that positive changes have occurred. On the basis of the logs and the critiques, the evaluator judges that the requirements for Objective 1.4.a are fulfilled.

* * *

> Objective 1.4.b
> The staff development coordinators will organize the summer institutes in such a manner that at least three (3) members of each school team will be working together during the institute. Attendance records will provide evidence.

---

*One of the kindergarten teachers at Murphy Elementary School was replaced in mid-year, requiring additional efforts from the staff.

The attendance records from the workshops conducted during the summer institutes indicate that at least three members of each school team participated together in one or more workshops in fulfillment of Objective 1.4.b.

* * *

> Objective 1.5
>
> By October 1, 1972, new teachers receiving instruction in staff development during the summer of 1972 will demonstrate an increased ability to diagnose the individual needs of kindergarten students. Using a simulation of student profiles developed by LINC, the teachers will be able to improve the accuracy of their diagnoses by 25% when the results of the simulation given at the beginning of the training program are compared with those given at the end of the summer program.

Objective 1.5 stipulates that the new kindergarten teachers will "...demonstrate an increased ability to diagnose the individual needs of kindergarten students."

The evaluator, or her trained designee, conducted one or two workshops on test administration, scoring and diagnosis for each of the western summer institutes. Each workshop was allotted one and one-half hours. Administration of the Student Profile Questionnaire designated as the measurement instrument takes a minimum of twenty minutes; therefore, a pre-post test administration consumed in excess of one-third (1/3) of the total time allotted for the workshop. The evaluator judges that this amount of time was inappropriate and chose to administer only the post-test. With a post-test administration, the criterion established (a 25% increase in accuracy of diagnosis) by the objective is inappropriate. Objective 1.5 is, therefore, not attained.

(Note: Of the teachers taking the Student Profile Questionnaire (N=32.), all of the respondents scored 85%, or more, on the post-administration of the instrument.)

* * *

Objective 1.5.a
The new teachers will utilize effectively the techniques for test administration and test analysis. Effective utilizaiton will be determined by the teachers' administration of the student assessment battery and subsequent drawing of individual profile sheets. The workshop leader will check the profile sheets for 90% accuracy.

The objective states that the new teachers will correctly administer and analyze the kindergarten test battery. The evaluator certifies, on the basis of student profile sheets submitted to her, that the profile sheets (See Figure 2 for a sample profile sheet.) were completed with a minimum of 90% accuracy. (Twelve [12] of the 20 new schools submitted profile sheets.)

Requirements for Objective 1.5.a have been fulfilled.

* * *

Objective 1.5.b
The district staff development coordinator will plan and organize the student diagnostic session for the new teachers, as evidenced by its inclusion in the summer institute report.

The summer institute reports provide evidence that diagnostic workshops were provided for participants of the summer training institutes. This is adequate evidence of attainment of Objective 1.5.b.

* * *

FIGURE 2

INDIVIDUAL PROFILES FOR FIVE-YEAR-OLDS
NORTH CAROLINA NORMS (JANUARY, 1972)

Name________________

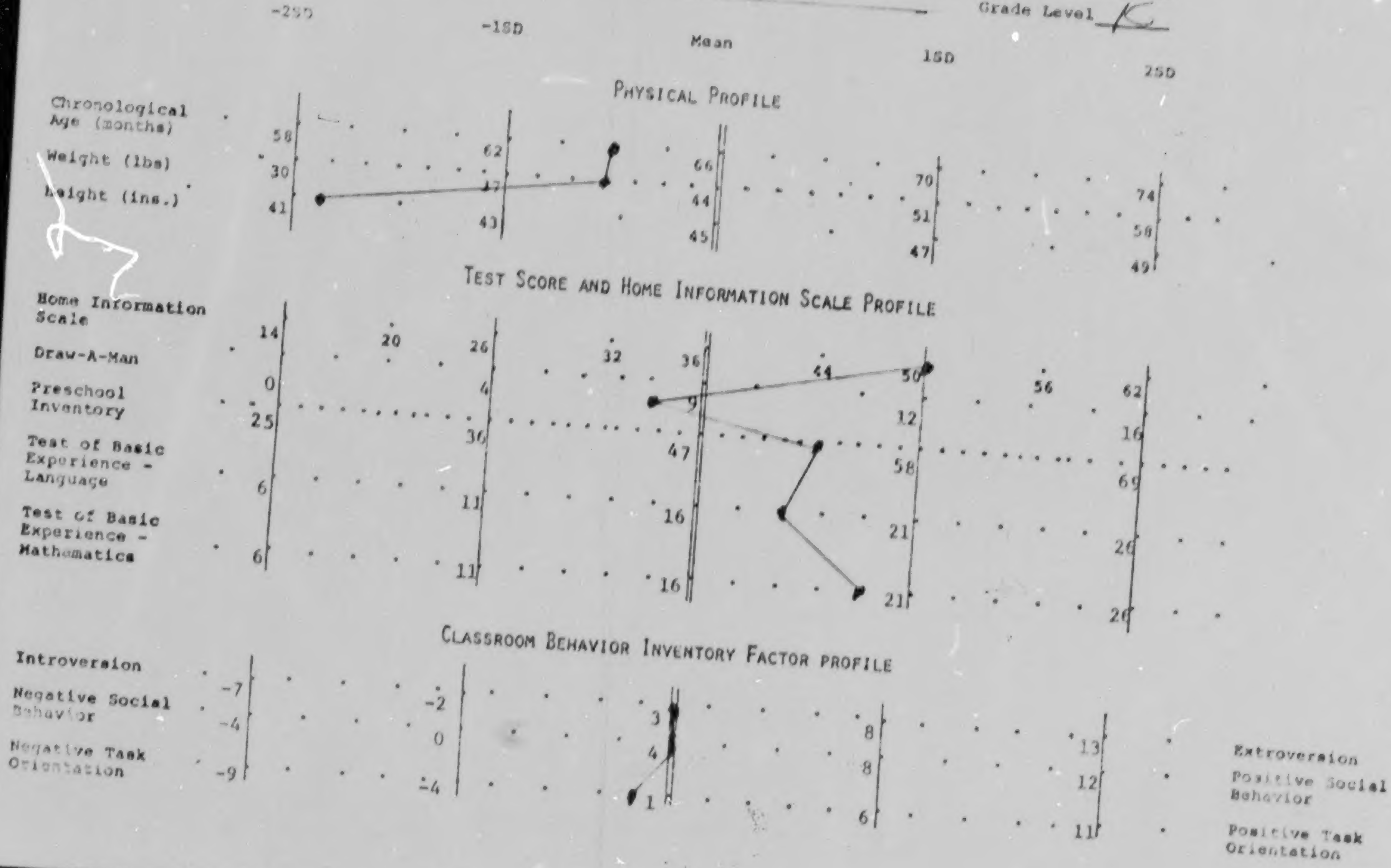
School________________

I. D. Number 8013

Teacher________________

Date 9-27-72

Grade Level K



Chapter IV

Student Component*

The Student Component of this project is concerned with three areas of student growth: mental age, achievement, and classroom behavior. The target populations are five-year-old children receiving instruction from teachers who participated in 1972-73 staff development activities and six- and seven-year -old children who were taught as five-year-olds by teachers who had participated in staff development activities. All three growth areas are examined for the five-year-olds, while only achievement and classroom behavior are reviewed for the six- and seven-year-olds.

> Note: The objectives (2.4 and 2.5) specify "...students aged 6 through 8 ...," however, this evaluation report will deal exclusively with six and seven-year-olds. Prior to the state assessment which provided the data for this component, arrangements were made by an early childhood education doctoral student with the respective school districts for testing the eight-year-old children with a different battery of tests. The evaluator considered both the battery and procedures used inappropriate for providing valid data within the context of this evaluation, and therefore eliminated the eight-year-old children from this year's study.

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*The student component is primarily supported by state and local funds, but it is included in the project evaluation because of the direct relationship between the staff development activities provided by the project and the gains made by the students of teachers involved in the staff development.

The following discussions are based on the North Carolina Kindergarten Evaluation which has paralleled the pilot program since its inception in 1969. The design, instrumentation, and administration are, therefore, in accord with the state kindergarten/early childhood education guidelines adopted by the State Board of Education. The evaluating agent since 1969 has been the Learning Institute of North Carolina.

Appendix H presents an excerpt taken from the "North Carolina Public Schools", a quarterly publication of the State Department of Public Instruction, and is a review of evaluation results for the first three years of the kindergarten/early childhood program. It should be noted that the results are consistently positive and that the 1972-73 results reported in this chapter reflect this continuing trend. (A more thorough analysis of the 1972-73 data is scheduled for presentation to the State Board of Education in November 1973. Readers may request a copy of that report from the Learning Institute of North Carolina at that time.)

Populations:

Five-year-old children: During the 1972-73 school session, there were 74 kindergarten/ early childhood education centers located in 79 schools in North Carolina. (This reflects an increase of 20 centers over the previous year.) Each center accomodated 46 five-year-old children (23 per classroom) for a total state enrollment of 3,404 children. Each child was given a battery of assessment instruments*, of which three (the Draw-A-Man test, the Test of

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*A complete discussion of the 1972-73 analysis relating to the kindergarten assessment battery will be published by LINC after presentation of these results to the State Board of Education.

Basic Experiences--TOBE: language and mathematics, and the Classroom Behavior Inventory) relate to the objectives of this project.

The pre-tests were administered by the classroom teachers during the last two weeks of September and the first two weeks of October, 1972. All five-year-olds registered in the program were designated to receive the tests. Test results for 3,123, or 92%, were received by the evaluator. (For the purposes of this evaluation, the eastern and western regional schools will not be divided: state-wide results will be presented.) The post-testing was completed in mid-May 1973 with a sample of 1,610 five-year-olds, whose teachers received training in the 1972 summer institutes, from the 20 centers new to the program in 1972-73, and from an additional 15 centers whose teachers received training prior to the 1972 summer institutes. The tests were administered by the classroom teachers and submitted to LINC for analysis. (Note that all teachers and teacher-assistants in the program have received training in test administration, scoring, and interpretation from the evaluator or her designee.) Test results for 1573 children, or 98%, were submitted for analysis.

Six- and seven-year-old children: The six-year-olds included in this study were randomly selected by center from the 54 centers included in last year's kindergarten/early childhood program. Each six-year-old had attended a kindergarten class taught by a teacher and teacher-assistant who had participated in staff development activities. Fifteen (15) schools were selected, each with 46 eligible six-year-olds, for a total of 690 children. Tests were returned to LINC for 474, or 69%. No tests were received from 1 selected center

The seven-year-old children were also randomly selected by center. These centers were selected from the 18 that participated in the program in 1970-71. All of the children had been tested as six-year-olds in 1971-72 and taught as five-year-olds by teachers who had received kindergarten/early childhood education staff development training. (Staff development training for these teachers was not funded through ESEA Title III, however, but was sponsored and conducted by the Learning Institute of North Carolina.)

Nine (9) schools were selected, each of which had 46 five-year-olds in the 1970-71 program, for a total of 414 five-year-olds. Test results were returned to LINC for 246, or 59%, of these children who are now seven-years old.

It may be noted that the attrition rate for both six- and seven-year-old children is rather high. There is no indication, however, that this is due to other than normal factors, i.e., moving, changing schools within districts, changing teachers, etc.

The age-appropriate Metropolitan Achievement Tests and the Classroom Behavior Inventory were administered by the classroom teachers during the first two weeks in May. Teachers were given written instructions on administration and scoring of the instruments by the evaluator. The MATs were machine-scored by Harcourt, Brace and Jovanovich and the Classroom Behavior Inventories were hand-scored by the teachers. All analyses were conducted by the evaluator.

STUDENT COMPONENT OBJECTIVES

Objective 2.1
By July 1, 1973, 5-year-old students receiving instruction from teachers who participated in staff development activities will gain 1.4 months in mental age for each month enrolled in the early childhood program, as measured by the Draw-A-Man Test to be given in the Fall of 1972 and in the Spring of 1973 by the classroom teacher.

The Draw-A-Man Test was administered to the sample of five-year-old children delineated in Objective 2.1. The Julia Vane Kindergarten Test method* was employed in the analyses for determining mental age changes.

The mean raw score for the children (N=3079.) on the pre-test was 9.85 with a standard deviation of 4.82. The score is equivalent to a mental age of 5 years, 6 months. This was approximately the same as the average chronological age for these students of 5 years, 4 months. (Comparisons with previous years' results are possible from the discussion in Appendix H.)

The mean raw score on the post-test (N=1556.) was 14.76 with a standard deviation of 5.31, equivalent to a mental age of 6 years, 7 months. The chronological age for the students at the time of post-testing was 6 years, 1 month. The mental age actually increased 1.6 months for every one month in the program as measured by the Draw-A-Man Test scored by the Vane method.

The requirements for Objective 2.1 were fulfilled.

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*See Julia Vane, "The Vane Kindergarten Test", Journal of Consulting Psychology, Monograph Series #2, 1968.

Objective 2.1.a

> The teachers will provide representative curriculum activities designed to assist children in expanding their awareness of the structure of their environment and themselves. A randomly selected number of classroom observations will be made by the staff development coordinators. Evidence will be presented by documentation in the form of slides of classroom activities to the project director.

Objective 2.1.a is a process objective accompanying Objective 2.1 and is interpreted by the evaluator as a mechanism for both evaluation and documentation of classroom processes. The coordinators are the appropriate evaluators of classroom practices. They are both the instructors of the classroom teachers and the facilitators of current practices in early childhood education. In addition, they are often aware of the practices of specific teachers in individual classrooms.

The number of observations was not randomly selected. Coordinators* were asked to observe a minimum of five classrooms. In every case, this number was exceeded. The slides have been viewed by the coordinators, the project director, and the project evaluator for purposes of mutual critique and evaluation.** The slides have also been used during the year and during the summer training institutes for information, as examples of desirable teaching practices, and for documentation and public relations purposes, among other things.

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*There were no slides submitted for District VII. See the discussion on page 24.

**It should be noted that the slides are currently being reviewed by the project director and the evaluator for a documentary slide tape presentation for the State Board of Education. Ideally, the presentation will be disseminated to other decision-makers at the state and local levels, to parents, and to teachers involved in or entering the program.

The evaluator considers the slides adequate evidence of the fulfillment of Objective 2.1.a.

* * *

> Objective 2.1.b
> The staff development coordinator will plan and conduct the summer institute with an emphasis on teacher-made manipulative materials for children. At least two such workshops will be held. Attainment will be measured by a copy of the Institute Report filed with the project director.

Objective 2.1.b stipulates that two workshops emphasizing teacher-made materials for children will be included in each of the summer institutes. The Summer Institute Reports submitted to the project director (see page 24 for a discussion of District VII) present evidence that workshops appropriate to the fulfillment of requirements for Objective 2.1.b were conducted at each institute (Districts V, VI, and VIII).

* * *

> Objective 2.2
> By July 1, 1973, 5-year-old students receiving instruction from teachers who participated in staff development will increase their performance on the Test of Basic Experiences to a ranking of at least 25 percentiles higher when the scores of the Fall of 1972 and the Spring of 1973 are compared.

The Test of Basic Experiences (TOBE), Level K, from the California Test Bureau of McGraw-Hill (Del Monte Research Park in Monterey, California) was used to test students' (sample described in introductory paragraphs of this chapter) knowledge of subject matter in language and mathematics.

A mean raw score of 17.18 points was computed for the TOBE-Language on the pre-test (N=3075.). Compared to national norms, this score lies in the 40th percentile. On the TOBE-Mathematics pre-test, responding students (N=3067.) had a mean score of 17.25 points, which corresponds to the 36th percentile (national norms).

TOBE

	Language		Mathematics	
	Pre	Post	Pre	Post
	N=3075	N=1564	N=3067	N=1563
Mean Raw Scores:	17.18	23.02	17.25	22.30
Percentile Rank:	40th	81st	36th	73rd

On the post-tests, the mean raw score on the language test (N=1564.) was 23.02, or 81st percentile, and on the mathematics test (N=1563.), 22.30, or 73rd percentile. The data indicate that the five-year-olds ranked 41 percentiles higher in language at the end of the year, and 37 percentiles higher in mathematics, in fulfillment of the requirements of Objective 2.2.

> Objective 2.2.a
> The teachers will utilize techniques and teach concepts which help each child increase his/her achievement in language and mathematics. A randomly selected number of classroom observations will be made by staff development coordinators. Evidence will be presented by documentation in the form of slides of language and math activities to the project director.

The discussion of Objective 2.1.a, page 108, is equally applicable to Objective 2.2.a.

After reviewing the slides, the evaluator judges that adequate evidence of language and mathematics activities was presented for fulfillment of the requirements of Objective 2.2.a.

* * *

> Objective 2.2.b
> The staff development coordinator will plan and operate the two-week summer institute with a minimum of two workshops on individualized instruction and basic achievement concepts. The report of the institute will be filed with the project director one week before the institute begins.

Objective 2.2.b states that two workshops on individualized instruction and basic achievement concepts will be included in each of the summer institutes. The Summer Institute Reports submitted to the project director (see page 24 for a discussion of District VII) present evidence that appropriate workshops were conducted at each of the institutes (Districts V, VI, and VIII) for attainment of Objective 2.2.b.

* * *

> Objective 2.3
> By July 1, 1973, 5-year-old students receiving instruction from teachers who participated in staff development will demonstrate a statistically significant (.05) positive change on the 1) Social Behavior, 2) Extro-Introversion, and 3) Task Orientation subscales of the Classroom Behavior Inventory, to be administered in the Fall of 1972 and in the Spring of 1973 by the classroom teacher.

The Classroom Behavior Inventory, formulated by Earl S. Schaefer and Ray Aaronson of the National Institute of Mental Health, is being used to measure behavior change in the affective domain. The twelve subscales of the inventory are included within three factors:

Factor 1. Introversion/Extroversion

- --Verbal Expressiveness
- --Gregariousness
- --Social Withdrawal
- --Self-Consciousness

Factor 2. Positive Social Behavior

- --Kindness
- --Considerateness
- --Irritability
- --Resentfulness

Factor 3. Task Orientation

- --Perseverance
- --Concentration
- --Hyperactivity
- --Distractability

Each item of the subscales is evaluated using a four-point scale from 4--very frequently-- to 1--very infrequently. The score for Factor 1, called Introversion/Extroversion, is obtained by subtracting the total for "Introversion" from the total for "Extroversion." (Notice that it is possible to obtain a minus score for any of the Factors.) Scores for Factors 2 and 3 are obtained by an identical method.

The following table presents the data for each of the factors for the five-year-old children (N pre=3,092; N post=1569.) for whom data were submitted:

Table 19

Classroom Behavior Inventory

	Pre N=3092	Post N=1569
Introversion/Extroversion	3.02	4.13*
Social Behavior	4.24	4.58
Task Orientation	1.46	2.58*

*Statistically significant at .05 level.

Factor 1: Introversion/Extroversion On the pre-observation, the five-year-olds had a mean raw score of 3.02 and on the post-observation, a mean raw score of 4.13. This factor has a range from 9 to -9 points; hence, the increase indicates an inclination toward more extroverted behavior. The objective states that there will be a statistically significant (.05) positive gain. The data indicate that this gain has been achieved.

Factor 2: Social Behavior The five-year-old children received a mean raw score of 4.24 (pre-observation) on the scale that ranges from 9 to -9 points. The mean raw score on the post-observation was 4.58, an increase of 0.24 raw score units. The objective stipulates a statistically significant (.05) positive change. The rate of change on Factor 2 was not sufficient for attainment of the objective.

Factor 3: Task Orientation Again, the range is from 9 to -9 points. In the Fall, the five-year-olds scored a mean of 1.46 points. The mean raw score for the Spring observations was 2.58, for an increase of 1.12 units. The expected and achieved gain was statistically significant (.05).

It may be noted that on all subscales the pre-observation scores were positive and that there was a statistically significant (.05) positive change on the Intro-Extroversion and the Task Orientation subscales from pre- to post-observations for partial fulfillment of Objective 2.3.

Objective 2.3.a

The teachers will develop an open, friendly and relaxed classroom atmosphere that will enhance positive social behavior on the part of the children. Attainment will be measured by an increasingly positive score on the Semantic Differential subscale on the Classroom Observation Scale administered by outside observers in May, 1972 and May, 1973.

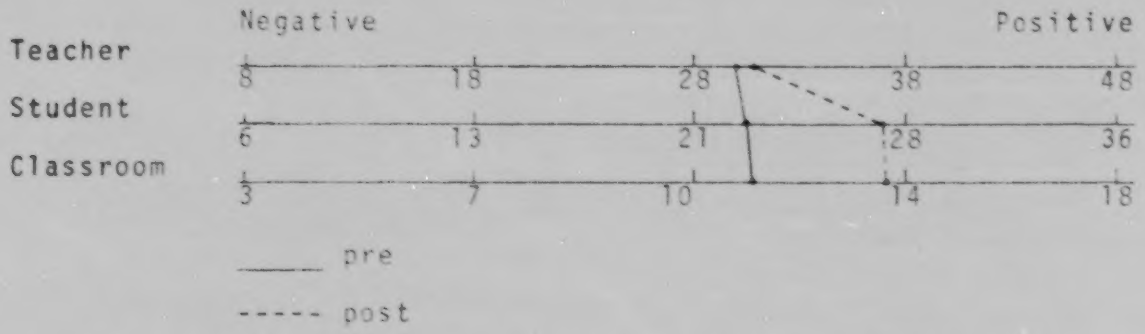
The Semantic Differential subscale of the Classroom Observation Scale was included in the discussion of the Classroom Observation Scale for Objective 1.2, page 88.

Table 20 presents the mean scores for each item for the May 1972 and the May 1973 observations. It may be observed that the scores for the May 1973 observations are consistently more positive than the scores from the May 1972 observations, thereby providing evidence of fulfillment of the requirements of Objective 2.3.a.

TABLE 20

Climate Scales of the

Semantic Differential Subscale
of the
Classroom Behavior Inventory*



*See Table 13 for complete item analysis of the three Climate Scales.

> Objective 2.3.b
> The staff development coordinator will provide at least two workshops during the summer institute on the "open classroom." Attainment will be evidenced by the report of the institute on file with the project director.

Objective 2.3.b stipulates that a minimum of two workshops on the "open classroom" will be provided during each of the summer institutes. The Summer Institute Reports submitted to the project director (see page 24 for a discussion of District VII) provide evidence that appropriate workshops were conducted at each of the institutes (District V, VI, and VIII) in attainment of Objective 2.3.b.

* * *

> Objective 2.4
> By July 1, 1973, students aged 6 through 8 who were taught as five year olds by teachers who participated in Staff Development will score significantly (.05) higher on the Metropolitan Achievement Test than students aged 6 through 8 who were not taught as five year olds but who were tested as control students. The Metropolitan will be administered in the Spring of the school year.

(Data from the control students have been delayed during the scoring process. Therefore, a discussion of Objective 2.4 will be submitted to the project director in an addendum to this report by October 15, 1973.)

* * *

> Objective 2.4.a
> The K-3 teachers will utilize techniques of individualized instruction to teach each child basic concepts which help satisfy his/her interests. A randomly selected number of classroom observations will be made by staff development coordinators. Evidence will be presented by documentation in the form of slides of related activities to the project director.

The discussion of Objective 2.1.a, page 108, is equally applicable to this objective.

After reviewing the slides, the evaluator judges that appropriate techniques were employed, in fulfillment of the requirements of Objective 2.4.a.

* * *

> Objective 2.4.b
> The staff development coordinator will provide a minimum of two follow-up workshops on individualized instruction. The plans and dates for the workshops will be filed with the project director.

Objective 2.4.b states that a minimum of two follow-up workshops on individualized instruction will be conducted throughout the year. The coordinators' activity logs furnish adequate evidence that these workshops were provided for the teachers. The evaluator judges Objective 2.4.b attained.

* * *

> Objective 2.5
> By July, 1, 1973, students aged 6 through 8 who were taught as five-year-olds by teachers who participated in staff development will score significantly (.05) higher on the Extroversion, Task Orientation, and Positive Social Behavior subscales of the Classroom Behavior Inventory than students aged 6 through 8 who were not taught as five-year-olds but who were tested as control students. The Classroom Behavior Inventory will be administered in the Fall by the classroom teachers.

(Discussion of Objective 2.5 will be delayed so that it might accompany the discussion of Objective 2.4 in the addendum to the project director. [See Objective 2.4, page 115.])

* * *

Objective2.5.a
The K-3 teachers will develop an "open classroom" atmosphere that will enhance positive behavior on the part of the children. Attainment will be measured by an increasingly positive score on the Semantic Differential subscale on the Classroom Observation Scale administered by the coordinators in May, 1972 and May, 1973.

(See the discussion of Objective 2.3.a on page 114.)

The evaluator judges this objective to be fulfilled.

* * *

Objective 2.5.b
The staff development coordinator will plan and conduct at least two follow-up workshops during the school year on the "open classroom." Attainment will be evidenced by the date and location of the workshops filed with the project director.

Objective 2.5.b states that a minimum of two follow-up workshops on the open classroom will be conducted during the school year. The activity logs of the coordinators, including both dates and locations of the workshops, furnish adequate evidence that these workshops were provided. The requirements for Objective 2.5.b have been fulfilled.

* * *

CHAPTER V

SPECIAL EDUCATION COMPONENT

The State of North Carolina recognized the need for educational change and has taken steps to meet this need through the kindergarten/early childhood program. An enlightened plan for statewide kindergartens has been designed which speaks to the developmental level of the preschool child and provides continuity into the primary years by utilizing the K-3 open classroom concept of education. It is firmly believed that all children, including those who have developmental handicaps*, can best be served within the framework of this approach to education.

It has been recognized that not only were the needs of some handicapped children not being met in the typical segregated, self-continued special education programs, but also that such programs possibly maintained or produced handicapping conditions in children. To deal with this problem, cooperative efforts have been established among the State Department's Division of Exceptional Children, the University of North Carolina/Chapel Hill, and this project to encourage and assist project schools in developing innovative resource services for children. With such services, the needs of children with special learning problems can be met without taking the drastic step of labeling the children as "handicapped" and assigning them to segregated classrooms.

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*The developmentally handicapped child is eight or under, has one-third or greater deficiency in two or more of the following specific areas of development: perceptual development, gross motor development, fine motor development, receptive language development, expressive language development and conceptual development. (Dr. David Lillie, Professor of Special Education, University of North Carolina/Chapel Hill.) Operationally: more than 1.5 standard deviations below national norm of three of the following five tests: Draw-A-Man, Test of Basic Experience (Language and Mathematics), the Caldwell Preschool Inventory, and/or the Stanford Achievement Test.

It is believed that these children, with the exception of the severely handicapped, can clearly be served within the bounds of the open classroom. This commitment includes both the prevention and remediation of educational handicaps in children and the avoidance of inappropriate placement of children in special classes.

During the first year of the project, in order to fulfill this commitment, several part-time personnel were employed -- one group for summer training and a different group for follow-up work during the school year. The project decision-makers felt that some fragmentation of project objectives in this aspect of the program occurred as a result of the hiring of two separate groups of individuals and the loss of time for personnel while traveling great distances to render services.

In order to alleviate these problems, Betty Siviter, a coordinator in the field of special education with capabilities in psychology, child development and community relationships, was employed on a full-time basis. Her responsibilities commenced with the planning stages of summer training. Since the four institutes and the principals' conference were staggered at intervals throughout the summer, Ms. Siviter was available to serve as a staff leader in each of the western regional training sessions. Through demonstrations, workshops and small group discussions with the participants, she emphasized strategies for meeting the needs of handicapped children within the framework of open, multi-aged classrooms. The content of this training focused on attitudes and expectations regarding the handicapped child, observational skills, prevention and remediation of educational handicaps, social relationships among children, child advocacy concepts, child development, and utilization of resources and family-school relationships.

The philosophies of the North Carolina early childhood education program assert that the regular classroom teacher can effectively provide meaningful learning experiences for the developmentally handicapped child. Therefore, the special education coordiantor spent much of her time assisting teachers. In addition, the coordinator assisted special education teachers in finding innovative ways to support the developmentally handicapped child and his/her teacher within the regular classroom. Thus, the primary targets for the special education coordinator in summer training were both the regular classroom teachers and the special education teachers and supervisors.

During follow-up training, the coordinator spent two weeks per month in the four educational districts and provided staff development opportunities in the form of district (all schools) or cluster (two or more schools) workshops and on-site technical assistance for individual schools. Services to project schools were coordinated by the staff development coordinator within each district.

The remainder of Ms. Siviter's time (appromimately one-half) was spent at Polkville Elementary School, a center which specializes in the integration of developmentally handicapped children into the regular classroom. Priority was given to this school to allow ample opportunity for the development of innovative mechanisms to promote successful implementation of the objectives as stated in this component. Polkville Elementary School was, therefore, able to serve as a model, giving leadership to other project schools within this area.

Responsibilities of the special education coordinator to this school included the following activities: systematic, continuous consultation to the regular and special education teachers and the administrators (principal, special education supervisor); assistance to all personnel in adjusting the open classroom environment to meet the needs of the developmentally handicapped child; and in-service training for project teachers in the areas of child assessment, remediation techniques, and materials and media, etc., through demonstrations with children and discussion groups.

Furthermore, Ms. Siviter assisted in the development of activities for parents, including both discussion groups with the regular classroom and the special education teachers, and workshops which explored relevant topics through the means of discussion groups and action-oriented methods such as role-playing problem situations, learning new child-centered activities, and making materials for use in the home.

Finally, the special education coordinator developed cooperative relationships with local agencies to serve as additional resources for the developmentally handicapped child within the school setting.

(Note: One major aspect of the Special Education component that is not reflected in this report is a research effort on the part of the special education coordinator and LINC to study the effects of two different instructional environments on children with special problems. The classrooms at Polkville Elementary School were identified as one environment -- mainstreaming developmentally handicapped children into open regular classrooms. A self-contained special education classroom in a companion school within the same school district and with a similar population was used for the second environment. The data for this study are currently being analyzed and a report of the results is projected for the latter part of October.)

Special Education Component Objectives

Objective 1.1
By July 1, 1973, all of the K-3 teachers participating in staff development during the 1972 summer institutes will demonstrate a significantly (.05) more positive attitude toward developmentally handicapped children as evidenced by an attitude survey administered pre and post.

Objective 1.1 states that K-3 teachers participating in staff development will demonstrate more positive attitudes toward developmentally handicapped children. The project decision-makers indicated definite program and instructional philosophies in regard to developmentally handicapped children, with the "mainstreaming" of children with special problems back into the regular classroom asserted as the major goal. However, the stress upon the "regular classroom" was modified to "open regular classroom." Appropriate instrumentation for measuring this objective was not available. Therefore, an instrument was developed to reflect the program and instructional philosophies. The data submitted as evidence of attainment of this objective was used as background information in the instrument design.

The original instrument was designed with the assistance of the project director, the regional coordinators and the special education coordinator. They were asked to review and respond to potential items for the instrument. Reflecting their critiques and suggestions, the instrument was designed for administration to the participants at the first 1972 summer institute (District VIII). The responses to the items were analysed and those for which discriminatory quality was questionable were eliminated or rewritten.

The Special Education Coordinator analyzed the concepts measured by the instrument in her workshops and discussions with teachers, teacher assistants, principals, special education teachers and supervisors. Comments and suggestions derived from these discussions were incorporated into the revised instrument which was then administered to the participants of the second summer institute (District VI). Again, the revision process occurred, and the final form was written.

This third and final form became the "Teacher Attitude Survey toward the Integration of the Developmentally Handicapped Child into the Regular Classroom" (see Section 3 of the revised Early Childhood Survey in Appendix C). The results of its administration during the other 1972 summer institutes are presented in response to this objective.

The pre-test sample (N= 232.) includes all of the participants of the summer institutes conducted outside of Districts VI and VIII, or in District V. Participant responses for Districts VI and VIII were not applicable to the final form. District V participants did not participate in the administration of this instrument during their preliminary testing.

The post-test sample (N= 82 .) has been described in the introductory paragraphs of Chapter III on respondents to the Teacher Beliefs Survey, the Classroom Observation Scale and the Purdue Teacher Opinionnaire.

An item-analysis is available from the project evaluator. The instrument responses continue to undergo analysis for possible revision of specific items. An instrument report will be submitted to the project decision-makers at a later date.)

The mean raw score for the pre-test sample was 72.60 (standard deviation: 10.05) and 39.50 for the post-test sample, with a standard deviation of 11.88. The change is significant at the .05 level, in fulfillment of Objective 1.1.

* * *

> Objective 1.1.a
> The K-3 teachers will reflect changes in attitude toward the acceptance of the developmentally handicapped child into the normal classooom situation by providing opportunities for children to relate to developmentally handicapped children in their own classrooms. Evidence will be provided by a minimum of 12 small group discussions (teacher and children) on child related problems as reported to the evaluator in an end-of-the-year report by the teachers.

Objective 1.1.a was achieved. The evaluator accepts the following description of the group discussions by the teachers in the center specializing in the integration of developmentally handicapped children into the regular classroom as evidence of fulfillment.

> 'We (teachers) felt that since self-discipline is one goal of a "child centered" classroom, the children should play a part in decision-making on classroom behavior.
>
> The children were organized intc four discussion groups. An adult was present in each group. Whenever a classroom problem developed, the groups met to help find a solution. A "child" was never considered the problem--"behavior" was examined.
>
> Each problem was presented by the adult to the children, who then recommended ways of solving it. The small groups were much more comfortable than the group-at-large had been: there was more interaction among the children and all had the opportunity to both express personal feelings and respond to the discussion.

Topics presented for group discussion are listed below:

1. Cafeteria behavior
2. Behavior in small group discussions
3. Clean up
4. Use of centers
5. Care of materials and equipment
6. Safety in the gym and outside
7. Fighting
8. Running inside the classroom
9. Respect for one another
10. Sharing
11. Respect for each other's work and possessions
12. Behavior on field trips

As a result of the discussion sessions, changes in behavior were evidenced by the children. They became more aware of their responsibilities in the classroom and towards each other. The children's respect for and acceptance of each other's differences has helped to provide a warm learning environment.'

* * *

Objective 1.1.b
The staff development coordinators will organize and plan institutes and follow-up workshops involving the special education coordinator in training the classroom teachers to work with developmentally handicapped children, as well as with normal children. Fulfillment will be evidenced by the report of the special education coordinator's involvement in the summer institute report and follow-up activities during the school year.

The Special Education Coordinator's activities in the summer institutes are evidenced in the summer institute reports submitted to the project director and the project evaluator by the regional coordinators. Tables 9 and 10, pages 62 and 68, summarizing the Special Education Coordinator's activities (presented in Chapter II) are accepted as evidence of follow-up workshops in training the classroom teachers to work with developmentally handicapped children.

Objective 1.1.b has been attained.

* * *

Objective 1.2

By July 1, 1973, the K-3 teachers in the center specializing in the integration of developmentally handicapped children into the regular classroom who participated in staff development during the 1972 summer institute will utilize the special education coordinator in their classroom work and will exhibit a better understanding of integration of developmentally handicapped children with normal children. Evidence will be provided by the special education coordinator's activity log and by no exclusions of developmentally handicapped children from the regular to special education classrooms.

Table 10, page 68, which summarizes the Special Education Coordinator's activities at the center specializing in the integration of developmentally handicapped children, is accepted as evidence of fulfillment of the requirements specified in this objective which relates to the use of the Special Education Coordinator in the classroom by the teachers of the center.

The second part of the objective states that the teachers will "exhibit a better understanding of the integration of developmentally handicapped children with normal children" as evidenced by "... no exclusions of developmentally handicapped children from the regular to special education classrooms." After several on-site visits to the center and discussions with the K-3 teachers, the special education resource teacher, Ms. Reta Volbract, and the principal, the evaluator judges that there were no exclusions from the regular classroom to the special education classroom.

Objective 1.2 was attained.

* * *

> Objective 1.2.a
> The K-3 teachers in the center specializing in integration of developmentally handicapped children into the regular classroom who participated in the 1972 summer institute will gain understanding for making use of special education and resource persons and will demonstrate techniques for incorporating the developmentally handicapped child into the normal classroom. Attainment will be evidenced by on-site observations made by the staff development coordinators and special education coordinator and by the activity log of the special education coordinator submitted to the project director.

Objective 1.2.a specifies that the K-3 teachers at Polkville Elementary School will "...gain understanding for making use of special education and resource persons and will demonstrate techniques for incorporating the developmentally handicapped child into the normel classroom." Evidence of attainment was provided through on-site visits and critiques by the special education coordinator, the District VI regional coordinator, the project director and the project evaluator. The evaluator concludes from these critiques and observations that the objective has been fulfilled.

* * *

> Objective 1.2.b
> The special education coordinator will organize and plan staff development activities to train the classroom teachers to work with normal as well as developmentally handicapped children. Fulfillment will be evidenced by the report of the special education coordinator's activities at the center during the school year.

Table 10, page 68, presents the summary of the special education coordinator's activities at the center and is accepted as evidence of fulfillment of Objective 1.2.b.

* * *

Objective 2.1

By July 1, 1973, developmentally handicapped 5-year-old students receiving instruction from teachers in the center specializing in the integration of developmentally handicapped children into the regular classroom who participated in staff development will increase their performance on the Test of Basic Experiences to a ranking of at least 25 percentiles higher when the scores of the Fall of 1972 and the Spring of 1973 are compared.

Table 21 presents the chronological age; the Draw-A-Man test scores and mental age equivalent (pre and post); and the TOBE language and mathematics, pre and post scores for the five-year-old children within the center who were identified by the teachers and the special education coordinator as children with special learning problems--developmentally handicapped.

As may be observed from the data presented in the table, four of the six children gained at least 25 percentile units on the TOBE: Language test and three of the six children gained at least 25 percentile units on the TOBE: Mathematics test. Therefore, it may be concluded from the available data that the objective was not attained. However, the evaluator cautions that the strict measurement of fulfillment of the objective should not diminish the significance of the gains by these individual children. As no control group of five-year-old children in self-contained special education classrooms was available for this study, there is no real basis for comparison. It should be noted that these children are in continuous-progress, open classroom learning environments. Evaluation of their progress during the next school year will be more significant.

The evaluator commends the progress of these children.

* * *

TABLE 21

ID	PRE (SEPTEMBER 1972) DATA					POST (MAY 1973) DATA						
	CHRON. AGE	DRAW-A-MAN		TOBE		CHRON. AGE	DRAW-A-MAN		TOBE			
		RAW SCORE	M-A EQUIV.	LANG. %-ile RANK	MATH. %-ile RANK		RAW SCORE	M-A EQUIV.	LANG. %-ile RANK	GAIN %-ile UNITS	MATH %-ile RANK	GAIN %-ile UNITS
MAB*	5 yrs. 8 mos.	5	4 yrs. 3 mos.	1st	9th	6 yrs. 4 mos.	11	5 yrs. 10 mos.	5th	4	5th	
RUB	5 yrs. 11 mos.	4	4 yrs. 0 mos.	17th	12th	6 yrs. 7 mos.	8	4 yrs. 10 mos.	13th		9th	
RTL**	5 yrs. 0 mos.	4	4 yrs. 0 mos.	1st	1st	5 yrs. 8 mos.	12	6 yrs. 0 mos.	37th	38	48th	47
REC**	5 yrs. 7 mos.	6	4 yrs. 6 mos.	10th	24th	6 yrs. 3 mos.	14	6 yrs. 5 mos.	59th	49	55th	31
RDW**	4 yrs. 11 mos.	7	4 yrs. 10 mos.	13th	3rd	5 yrs. 7 mos.	12	6 yrs. 0 mos.	45th	32	48th	45
BKJ**	5 yrs. 3 mos.	4	4 yrs. 0 mos.	17th	29th	5 yrs. 11 mos.	18	6 yrs. 5 mos.	39th	22	48th	19

*Has a learning disability. MAB did not communicate orally in September. By May, he was talking in short phrases and sentences, as witnessed by the project director.

**Gained at least 25 percentile units on the TOBE: language or mathematics or both.

> Objective 2.1.a
> The teachers will utilize techniques and teach concepts which help each developmentally handicapped child increase his/her achievement in language and mathematics. Classroom observations will be made by the special education coordinator. Evidence will be presented by documentation in the form of slides of language and math activities to the project director.

The special education coordinator documented the activities in the kindergarten classroom at Polkville Elementary School from its inception in September, 1972, until the end of the school year in May, 1973 by means of slides. The slides have been compiled into a slide presentation which was utilized in the 1973 summer training institutes by the special education coordinator and the regional coordinators from Districts VI and VIII. A script is being prepared by the special education coordinator and the teachers from the center to accompany the slides for dissemination and training purposes.

After reviewing the slides with the project director, the evaluator concludes that Objective 2.1.a has been fulfilled.

* * *

> Objective 2.1.b
> The staff development coordinators will plan and operate the two-week summer institutes with a minimum of two workshops on individualized instruction and basic achievement concepts. The Report of the Summer Institute will be filed with the project director one week prior to the commencement of the institute.

The Summer Institute Reports on file with the project director and the project evaluator provide evidence that a minimum of two workshops on individualized instruction and basic achievement concepts were included in each summer institute's program, in fulfillment of Objective 2.1.b.

* * *

Objective 2.2

By July 1, 1973, developmentally handicapped K-3 children receiving instruction from teachers in the center specializing in the integration of developmentally handicapped children into the regular classroom who participated in the staff development will demonstrate a statistically significant (.05) positive change on the 1) Social Behavior subscale, 2) the Extro-Introversion subscale, and 3) the Task Orientation subscale of the Classroom Behavior Inventory to be administered in the Fall of 1972 and in the Spring of 1973 by the classroom teachers.

The sample used for measurement of this objective was identified in Objective 2.1, page 129 of this chapter. The table below presents the pre/post change scores for the six children identified as developmentally handicapped on the three subscales of the Classroom Behavior Inventory and designates those children for whom significant (.05) positive changes were evidenced on specific subscales.

Change Scores on the Classroom Behavior Inventory*

ID	Extroversion/ Introversion	Social Behavior	Task Orientation
MAB	+ 2	- 5	+ 1
REB	- 1	0	+ 3
RTL	- 5	0	+ 6
REC	+ 5	- 5	+ 4
RDW	- 2	- 1	+ 3
BKJ	- 9	- 2	- 1

*Refer to Table 21, page 130, for additional information.

Objective 2.2.a
The K-3 teachers will develop an "open classroom" atmosphere that will enhance positive behavior on the part of the developmentally handicapped children. Attainment will be measured by an increasingly positive score on the Semantic Differential subscale of the Classroom Observation Scale administered by outside observers in May, 1972 and May, 1973.

This objective has been interpreted by the evaluator to include all K-3 teachers in the program. Therefore, the data presented for Objective 2.3.a, page 114, is accepted as evidence of attainment of Objective 2.2.a.

* * *

Objective 2.2.b
The staff development coordinator will provide at least two workshops during the summer institute and two follow-up workshops during the school year on the "open classroom." Attainment will be evidenced by the date and location of the workshops filed with the project director.

Objective 2.2.b states that a minimum of two follow-up workshops on the open classroom will be conducted. The activity logs of the coordinators, including both dates and locations of the workshops, furnish evidence that these workshops were provided. The requirements of Objective 2.2.b have been fulfilled.

* * *

APPENDIX A

VITAE INFORMATION

Altha Manning --- District V

Nancy Hefner --- District VI

Bob Kimzey --- District VIII

Bernard Schein --- Project Director

Suzanne Triplett --- Project Evaluator

Betty Siviter --- Special Education Coordinator

RESUME

ALTHA F. MANNING

Staff Development Coordinator

Residence: 1201 Biltmore Avenue
High Point, North Carolina Telephone: 883-0440

Birth Date: August 23, 1939 Birth Place: Bradenton, Florida

Marital Status: Married

Education:

B.A.	1961	Florida A & M, Tallahassee Major: Sociology Minor: Biology
M.S.	1971	Illinois Institute of Technology, Chicago
Further study		UNC-G, UNC-Chapel Hill, and Duke University Areas: History and Education

Major Field of Interest: Childhood Socialization

Teaching Experience:

1961-66	Senior and Junior High School teacher of Social Studies at Howard High School in Ocala, Florida.
1963-66	Served as Social Studies Department Head and curriculum committee chairman, and one year as part-time counselor, in school above.
1966-67	Teacher of Sociology for high school seniors at Miami Senior High School and advisor to the lower house of the Student Council Volunteer director of youth activities for a branch of the YWCA.
1967-68	Teacher at Merrick-Moore School in Social Studies areas. Also, served as yearbook advisor. Designed a program for the school which would integrate the social studies with other subjects and/or interest areas as well as integrate the entire curriculum.

Professional Experience:

1968-69	Resource Specialist with LINC's Project Change. The purpose of the project was to identify teachers in about 13 school systems who would be willing to try a different approach to the teaching of social studies, language, and the humanities. The emphasis was on integrating the three areas, use of multi-media, team teaching, and student-centered learning. In addition, a school was selected for summer on-site training Many of the practices which were found to be successful during the year as well as others. were compiled, organized, and implemented in this summer school training session with teachers, administrators, and pupils.
1969-70	Resource Specialist on the central LINC staff. Major responsibilities during this period were planning and conducting training sessions for teachers, etc., who worked with migrant children, and coordinating on-site follow-up and evaluation of programs and training. Other responsibilities included working with the pilot kindergarten program in staff development and evaluation, and other teacher training efforts.

Special Experience in Field of Interest:

Summer 66	Study/tour counselor on European cultures trip to Denmark and other parts of Western Europe in connection with Foreign Language League of Salt Lake City and the Danish International Student Committee.
1972-73	As Staff Development Coordinator of District Five's Early Childhood Education Centers, gained more experiences in working with educators on all levels. Most important, learned to better relate, in alternative styles, child development (socialization) to adult socialization in regard to the process of effecting change in educators.

Publications:

1971	Change, edited by Sylvia Wilkinson.

VITA

NANCY QUINN HEFNER

Title: Early Childhood Staff Development Coordinator, Sixth Education District (North Carolina)

Residence: 6 Pleasant Lane Drive
Newton, North Carolina 28658 Telephone: (704) 464-6555

Birth Date: March 8, 1943 Birth Place: Montgomery, Alabama

Marital Status: Married

Educational Background:

B.S.	1965	Auburn University, Auburn, Alabama. Major: Early Childhood & Sociology
M.Ed.	1969	University of North Carolina, Chapel Hill. Major: Early Childhood Education & Sociology.
Advanced Studies	Present	Appalachian State University, Boone, North Carolina.

Major Field of Interest: Early Childhood Education

Professional Experience:

August 1965-February 1966	C.S.I.P. Teacher Aide; Instructional Aide to three primary classes; Newton-Conover School System, North Carolina.
February 1966-June 1966	Teacher, 1st grade; Newton-Conover School System, North Carolina.
August 1966-June 1967	Teacher, Special Reading; Newton-Conover School System, North Carolina.
August 1967-June 1968	Teacher, Kindergarten; Head Teacher of Staff of ten; Catawba County School System, North Carolina.
June 1968-November 1971	Supervisor, Kindergarten; Catawba County School System, North Carolina.
1969-1970	Adult Education Instructor; Western Piedmont Community College.

December 1971- Present	Early Childhood Staff Development Coordinator, Sixth Educational District (North Carolina); The Learning Institute of North Carolina, Durham.

Special Experience in Field of Interest:

1972-73	Have conducted workshops in the area of Teacher-Made Materials for Early Childhood Education; Early Childhood Staff Development Coordinator.

Memberships in Related Organizations:

-Gaston County Association of Educators
-North Carolina Association of Educators
-National Association of Educators
-Gaston County Association of Childhood Education
-Association of Childhood Education International
-North Carolina Kindergarten Association
-National Association for the Education of Young Children

RESUME

Coordinator

Robert T. Kimzey, Jr.
Glenn Heights
Chapel Hill,
North Carolina 27514
Telephone (919) 942-5013

Special Consultant
Early Childhood Education
State Department of Public
Instruction
Raleigh,
North Carolina 27602

Personal—

Place and Date of Birth: Transylvania County, North Carolina
April 21, 1934.

Married April, 1959 to the former Margaret Webb Keels of McColl, South Carolina. Two children: Elizabeth, 8 in April, 1971 and Bob, 5 in August, 1971.

Education--

Public Schools of Brevard, North Carolina.

Undergraduate,
University of North Carolina at Chapel Hill. Graduated 1956.
B.A. Degree in Economics.

Graduate School, University of North Carolina at Chapel Hill. Graduated 1963.
Master of Education Degree, Secondary Education.

Graduate School, University of North Carolina at Chapel Hill.
Advanced Graduate Work in Public School Administration.

Graduate School, University of North Carolina at Chapel Hill. Graduated 1969.
Master of Education Degree, Early Childhood Education.

Teaching Experience—

Social Studies Teacher, Guy B. Phillips Junior High School, Chapel Hill, North Carolina, 1963-1965.

Teacher for Five Year Old Class, The Community Church, Chapel Hill, North Carolina, 1961-1963.

Instructor, Project Prometheus, Southern Oregon College, Ashland, Oregon, Summer 1967.

Teacher in Three, Four and Five Year Old Classes, The Durham Education Improvement Program, 1968-1969.

Administrative and Supervisory Experience—

Coordinator, Chapel Hill Pre-School, Summer 1964.

Principal, North Carolina School of the Arts, Winston-Salem, 1965-1968.

Director, Burke County, North Carolina, Desegregation Institute, 1966-1967.

Head Start Cluster Trainer, Eastern North Carolina, Head Start Regional Training Office, Greensboro, North Carolina, Summer 1969.

Director, Chapel Hill Independent School, Chapel Hill, North Carolina, 1969-1970.

Migrant Program Evaluator, Eastern North Carolina, Learning Institute of North Carolina, Durham, North Carolina, Summer 1970.

Special Consultant, Early Childhood Education, State Department of Public Instruction, Raleigh, North Carolina, 1970-1971.

Miscellaneous Experience—

Assistant to the President, Southern Friction Materials Company, Charlotte, North Carolina, 1956-1957.

U.S. Army, Japan and Korea, Honorably Discharged, 1957-1959.

Printing Salesman, Package Products Company, Charlotte, North Carolina, 1959-1951

Guest Speaker in College Courses, Speaker at Civic and Professional Meetings, Workshop Leader in Schools and Colleges, Summer Work in the U.S. Forest Service and Camp Counselor.

References—

Mr. James W. Jenkins, Early Childhood Education, State Department of Public Instruction, Raleigh, North Carolina.

Dr. Richard Ray, Director, The Learning Institute of North Carolina, Durham, North Carolina.

Mr. Daniel H. Pollitt, Law Professor, University of North Carolina, Chapel Hill, North Carolina.

Mr. David M. Smith, Director of Community Development, The Urban Coalition, Winston-Salem, North Carolina.

Mr. John L. Johnson, Director of Title I and former Superintendent of Schools, Burke County, Morganton, North Carolina.

VITA

BERNARD SCHEIN

Title: State Staff Development Coordinator, Early Childhood Education

Home Residence: 321 W. Trinity Avenue
Durham, North Carolina **Telephone:** (919) 682-7316

Birth Date: October 10, 1944 **Birth Place:** Charleston, South Carolina

Marital Status: Married

Educational Background:

Ed.M.	1971	Harvard Education School, Cambridge, Massachusetts. Major: Educational Leadership.
B.A.	1966	Newberry College, New Berry, South Carolina. Major: Sociology.
30 quarter hours	Present	Georgia Southern Graduate School of Education, Statesboro, Georgia. Major: Administration and Supervision.

Major Field of Interest: Educational Leadership in Schools

Professional Experience/Special Experience in Field of Interest:

6/66-7/68	Teaching Principal, Yemassee Elementary School, Yemassee, South Carolina (Hampton County), Grades 1-8. During this time, served as Area Superintendent of Yemassee and Fennel Elementary Schools.
9/68-7/70	Teaching Principal, Port Royal Elementary School, Port Royal, South Carolina (Beaufort County), Grades 1-6.
Summer 1970	Consultant for Department of Desegregation at the University of South Carolina, Columbia. Worked with teachers and principals in human relations and in identifying problem areas in preparation for school integration.
Summer 1971	Supervisor, Riverton Elementary Experimental Summer School (Individualized Instruction, Multi-age Grouping, Non-gradedness), Clarksdale, Mississippi.
8/71-6/72	Principal, Riverton Intermediate School, Clarksdale, Mississippi. This involved changing a traditional junior high to one operating on open education principles. (See attached Newsweek

article, May 8, 1972, regarding the program.)

8/72- Present	State Staff Development Coordinator for Early Childhood Education, The Learning Institute of North Carolina, Durham. Responsible as project director for the state-supported kindergarten program. Involves coordination of program activities throughout the state (including staff development training seminars and workshops, individual and group meetings with classroom teachers, etc.)

Publications:

Spring 1970	"Black Studies in Port Royal Elementary School," South Carolina Education Journal, Columbia, S. C.
11/70	"Giving Children a Choice," Mississippi Educational Advance.

VITA

SUZANNE ELAINE TRIPLETT

Program Consultant in Learning Foundations and Individualized Instruction

Residence: Apartment 19-D, Colonial Apartments
Durham, North Carolina 27707 Telephone: 919/489-7548

Birth Date: August 8, 1944 Birth Place: North Wilkesboro, N. C.

Marital Status: Single

Educational Background:

B.S.	1965	Appalachian State University, Boone, N.C. Major: Biology
Ed.D. Candidate		Duke University, Durham, N. C. Major: Educational Research

Major Field of Interest: Educational Research

Professional Experience:

1968-70	Chairman of committee to establish a Brevard County curriculum guide for sex education for junior high students, and chairman of committee for a tobacco education curriculum guide for Brevard County, Florida. Also, coordinator and liaison for sex education and drug education in Brevard County. (Duties included: previewing all materials available to us, discussing commercially-prepared programs with company representatives; representing the county at public meetings, on the radio, etc.; answering questions on county policy, etc.)
1969 Summer	Coordinator for Sex Education and Drug Education in Brevard County, Brevard County School Board, Titusville, Florida.
1970-71	Director-at-Large in charge of North Carolina/South Carolina Expansion, and Director of Learning Foundations of Raleigh: Supplemental Learning Services, Inc., Greensboro, N. C.

SUZANNE ELAINE TRIPLETT
Page 2

Teaching Experience:

1965-67	Biology and Physical Science Teacher, Southeast Guilford High School, Guilford County, N. C.
1967-68	Physical Science Teacher, Jackson Junior High School, Greensboro, N. C.
1968-70	Biology and Physical Science Teacher, Roosevelt Junior High School, Cocoa Beach, Florida.

Research Experience:

1971- Present	Program Consultant in Learning Foundations and Individualized Instruction, Research and Evaluation Team, Learning Institute of North Carolina, Durham, N. C.

Publications:

Major Contributor to:

1971	*The North Carolina Learning Abilities Development Center*, Learning Institute of North Carolina, Durham.
1972	*The Establishment of Regional Centers for Early Childhood Staff Development: Continuation Proposal, Learning Institute of North Carolina, Durham.*

Author:of:

1972	*Final Evaluation Report for Year-Round School Project: Buncombe County ESEA Title III*, Learning Institute of North Carolina, Durham.
1972 (August 15)	*Final Evaluation Report, Sampson County ESEA Title III Project: A Model for Developing Leadership in Rural Schools*, Learning Institute of North Carolina, Durham.
1972 (August 15)	*Final Evaluation Report, Burke County ESEA Title III Project: Environmental Ecological Education, Learning Institute of North Carolina, Durham.*
1972 (August 15)	*Final Evaluation Report, Haywood County ESEA Title III Project: Preventive Correction of Reading Casualties*, Learning Institute of North Carolina,

1972	Final Evaluation Report for the Establishment of Regional Centers for Early Childhood Staff Development: 1971-72, Learning Institute of North Carolina, Durham.
1972	"Inventory of Teacher Attitudes Toward Handicapped Children."
1972 (October)	Third Annual Evaluation, 1971-72, North Carolina State-Supported Early Childhood Demonstration Centers, Learning Institute of North Carolina, Durham.

Special Skills:

--Computer programmer (FORTRAN)

--USOE-Approved Educational Program Auditor

RESUME

BETTY HART SIVITER

Kindergarten/Early Childhood Exceptional Children Coordinator

Residence: 931 Hampton Street #5
Shelby, North Carolina 28150

Telephone: 482-3264

Birth Date: March 2, 1941

Birth Place: Danville, Virginia

Marital Status: Single

Education:

A.A.	1961	Stratford College, Danville, Va. Major: Liberal Arts
B.A.	1964	St. Andrew's Presbyterian College, Laurinburg, N.C. Major: Elementary Ed.
Further Study	summer 69-70	University of North Carolina/Chapel Hill Area: graduate study in Special Education
"	summer 1972	Western Carolina University, Cullowhee, N.C. Area: Kindergarten/Early Childhood

Professional Experience:

1964-67	Fourth grade and Head Start teacher, Aberdeen Elementary School, Aberdeen, N.C. (Moore County Schools)
1967-68	Fifth grade teacher, Grove Park School, Danville, Va. (Danville City Schools)
1968-69	Fifth grade teacher, Southern Pines Elementary School, Southern Pines, N.C. (Moore County Schools)
1969-72	Itinerant Resource Teacher for exceptional children (demo teaching and staff development), Moore County Schools

Special Experience in Field of Interest:

1970-72	Key role in the institution of Project C.A.-R.E. (a child advocacy model pilot project) and Resource Teacher for project--Pinehurst Middle School

Special Experience, cont'd:

1970-71	Teacher (demo) for emotionally disturbed children at Sandhills Mental Health Center on Wednesday afternoons
1972-73	Kindergarten/Early Childhood Coordinator for Exceptional Children (workshops and Exceptional Children Study)

Publications:

1971	assisted -- "Project C.A.-R.E."
1973	Project LEAD, Cleveland County Schools

Membership in Professional Organizations:

American Association of University Women
Alpha Delta Kappa
North Carolina Kindergarten Association
North Carolina Association of Educators
Classroom Teachers Association

Honors:

1972	"Woman of the Year Award", Danville, Va.

Special Training:

Arts and Crafts
Early Childhood

APPENDIX B

SUMMARY OF FIRST WEEK EVALUATIONS

DISTRICT VI

FIRST WEEK EVALUATION

Number of Institutes attended ______________(average)

Participants circled numbers from 1(not at all) to 6(significantly) in response to the following items. Each item also requested explanations. Those made most frequently are summarized here.

1. The institute has provided activities that have caused changes in my attitude toward the child, the classroom, or school in general.

   Explain: The institute has provided activities that have caused changes in my attitude toward the child, the classroom, or school in general rating 3.4 (average)

   Information most baluable, had several ideas about classroom reinforced by institute, individualized teaching, improved method of teaching, learned by doing.

2. The institute was successful in preparing me for my teaching position this fall. Rating 4.4

   Explanation: Being involved in program was very helpful; new ideas; yes; still question; child's importance; repetitions; next week to be helpful.

3. I would be willing to have a developmentally handicapped child in my open classroom. Rating 4.0

   Explanation: Not feasible until teachers have a chance to really get involved in the first year ECE Program; no experience with handicapped children; more experience needed; need help with preparation.

4. The arrangements for meals and living accommodations were: Rating 3.25

   Explanation: Living conditions were great; arrangements for meals terrible; time element made difficult to meet; very good.

5. The University involvement in the institute was: Rating 4.7

   Explanation: University sent competent individuals to assist with program; need more.

6. Compared to other in-service training experiences, I would rate this institute: Rating 4.95

   Explanation: More elaborate training; well-planned; wide variety; informative and helpful; overemphasized; first learned one another before teaching together.

7. The Resource Centers were effective in helping me plan for curriculum ideas and curriculum materials. Rating 5.0

   Explanation: Enjoyed learning experience; made new material; variety of opportunities; good ideas; meaningful; time shortage; art activity great.

I. Please rank in priority order the parts of this Early Childhood Institute that have influenced you most.

__3__ Exhibits and/or demonstrations of materials @ 53.3%
__1__ The consultants @ 68.2%
__2__ Resource Centers @ 51.1%
_____ Other (including the staff) To become a cohesive team

II. Please write what you feel are the most interesting thing that you have learned from this institute. Rating________

1. Materials for language arts and language experience *
2. Working with child as an individual (open classroom setting)*
3. Resource ideas
4. Record keeping *
5. Classroom Organization*
6. Hand-on Activities
7. Demonstration on creative writing
8. Work and planning *
9. Revamped teaching technique
10. Macrame, tie dying
11. Needed information given - useful
12. Depth exploration
13. Assisting teachers with questions they had
14. School groups sharing ideas and materials

* Most frequently mentioned

III. Recommendations:

1. Children should be involved
2. Less lecture and more activity
3. More organized--start on time
4. Scheduled breaks
5. Implementation will be the test

APPENDIX C

WORKSHOP DESCRIPTION

WORKSHOP EVALUATIONS

PURDUE TEACHER OPINIONNAIRE
(Section 2 of Early Childhood Survey)

TEACHER ATTITUDE SURVEY TOWARD THE INTEGRATION
OF DEVELOPMENTALLY HANDICAPPED CHILDREN
INTO THE REGULAR CLASSROOM
(Section 3 of Early Childhood Survey)

TEACHER BELIEFS SURVEY
(Section 1 of Early Childhood Survey)

CLASSROOM OBSERVATION SCALE

ACTIVITY DESCRIPTION
(To be completed by Activity Leader)

Name of Institute: ______________________________

Date: ____________________

Name of Activity: ______________________________

Name of Activity Leader: ______________________________

I. List 2 or 3 major objectives of this activity:

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

II. Briefly describe activity format:

III. General impressions:

ACTIVITY EVALUATION SHEET

Name of Institute: ______________________ Date: ______________

Name of Activity: ______________________ Time of Activity: ______________

Name of Activity Leader: ______________________ ______________________

I. Overall rating of activity:

6	5	4	3	2	1
(Great value)					(No value)

Comments: ____

____

II. Overall rating of activity leader:

6	5	4	3	2	1
(Very effective)					(Ineffective)

Comments: ____

____

III. Strongest points of activity

1. ____
2. ____
3. ____

IV. Weakest points of activity

1. ____
2. ____
3. ____

V. Additional Comments ____

____

____

____

5/72

THE LEARNING INSTITUTE OF NORTH CAROLINA

1006 LAMOND AVENUE • DURHAM, NORTH CAROLINA 27701 • TELEPHONE: 919—683—6211

EARLY CHILDHOOD STAFF SURVEY

DO NOT WRITE OR MARK ON THIS BOOKLET

NOTE TO THE EXAMINEE:

This Survey is used for research purposes only in the investigation of teacher beliefs about the teaching-learning process. It is NOT used for the evaluation of individuals. THERE ARE NO RIGHT ANSWERS. Your responses should reflect what you usually think or how you usually feel about the statements.

INSTRUCTIONS TO THE EXAMINEE:

1. This survey is machine scored. It will be necessary for you to use a No. 2 lead PENCIL.

2. Fill in the information blanks and grids on the answer sheet before responding to the statements on this survey.
   EXAMPLE: In the small boxes below the section labeled "Last Name" print as many letters of your last name as space allows. Use one box for each letter. Do the same for your first name. Print your middle initial under "MI". Then in the column below each box, fill in the space for the letter you put at the top of the column. Be sure that there is one and only one mark in each column. Do not fill in any space in the columns below the boxes which you have left blank.

3. Using the answer sheet, respond to each statement according to the following six-point scale:

   SA = Strongly Agree
   A = Agree
   MA = Mildly Agree
   MD = Mildly Disagree
   D = Disagree
   SD = Strongly Disagree

   In responding to each statement, decide whether you agree or disagree. Then mark the response that best identifies the degree of your agreement or disagreement. If this is hard for you to determine, mark either mildly agree or mildly disagree. Work as rapidly as you can. Start as soon as you are given instructions.

THANK YOU.

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TEACHER BELIEF SURVEY (TBS)-Form 1*

1. Children learn best in an atmosphere filled with love and emotional support.

2. A teacher can frequently "reach" a rebellious pupil by taking an intense personal interest in his/her welfare.

3. An essential component of a good lesson is one of showing how it is related to other areas of knowledge.

4. The essential function of junior high school courses lies in their preparing pupils for later courses.

5. The teacher's ability to see the world as each of his/her students sees it is an absolute must if he/she is to have any success at all in teaching.

6. Pupils respect teachers who stand firm on their convictions.

7. In planning their work teachers should rely heavily on the knowledge and skills pupils have acquired outside the classroom.

8. The structure of a field of knowledge is intrinsically interesting to pupils when it is clearly taught.

9. Pupils do their best work when they know exactly what to expect from day to day.

10. In the interest of good discipline pupils who repeatedly disrupt the class must be severely punished.

11. Pupils gain a sense of belonging when the teacher encourages friendships among pupils in the room.

12. Children need and should have more supervision and discipline than they usually get.

13. There is too great an emphasis on keeping order in the classroom.

14. The effectiveness of the teacher depends entirely on the amount of personal interest he/she can invest in the progress of each pupil.

15. The teacher who organizes the material and presents it to pupils in a forceful way gets the best results.

16. The overall plan of education suffers when teachers depart substantially from the subject outlined.

17. A properly motivated group of mature students might learn more in a semester's time if they were left entirely to their own resources than if they had a teacher to guide them.

---

*Teacher Beliefs Survey (TBS)-Form 1, adapted by David Kingsley, for the official use of the Learning Institute of North Carolina, 1971. Adapted from "Dimensions of Teacher Beliefs about the Teaching Process," Wehling, Lesle J., and Charters, W. W., Jr., AREA Journal, January, 1969.

18. Pupils learn best when permitted to set their own pace in doing the work.

19. The teacher assures optimum learning conditions by giving top priority to the social-emotional needs of pupils.

20. The effectiveness of teaching is enhanced when the teacher has the ability to see the world as each pupil sees it.

21. Pupils respect teachers who expect them to work hard in school.

22. Time to choose freely their own activity during the school day is a must for pupil morale.

23. Nothing captures students' interest in school work as quickly as allowing them to wrestle with problems of their own choosing.

24. Pupils learn efficiently the essentials of a subject when every member of the class moves simultaneously through carefully planned lesson sequences.

25. The pupil's knowledge is best developed when teachers interrelate facts and figures from many different subject fields.

26. Pupil failure is averted when mastery of subject matter is the prime requisite for promotion.

27. Teaching of specific skills and factual subject matter is the most important function of the school.

28. The goals of education should be directed by children's interests and needs as well as by the larger demands of society.

29. A firm hand by the teacher promotes emotional security for pupils.

30. Grading pupils separately on achievement and citizenship assures that teachers will insist on mastery of subject matter as well as good behavior.

31. Pupils frequently learn much more under their own initiative than they do under teacher direction.

32. Teachers who like pupils will usually encourage pupil initiation and participation in planning lessons.

33. The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.

34. Teachers who do not like pupils will usually decide on and plan lessons alone rather than use pupil participation.

35. The curriculum consists of subject matter to be learned and skills to be acquired.

36. Group activity teaches children to think and plan together, independent of direct supervision by the teacher.

37. In teaching it is quite essential to cover the material in the course of study.

38. The deep interest which pupils sometimes develop in one subject can be valuable to them, but only if teachers succeed in broadening their perspectives across subject matter boundaries.

39. The completion of any worthwhile task in education requires hard work on the part of pupils.

40. Across-the-school routine imposes a consistency in classroom procedure which tends to restrict important avenues for learning.

41. The attitudes learned by a student are often the most important result of a lesson or unit.

42. Learning is essentially a process of increasing one's store of information about various fields of knowledge.

43. Pupils must be kept busy or they soon get into trouble.

44. The most important thing a teacher can do to set the stage for learning is to discover the interests of students.

45. Students who misbehave or do not learn are generally children who need more love.

46. Before pupils are encouraged to exercise independent thought they should be thoroughly grounded in the facts and knowledge about the subject.

47. When given a choice of activity, pupils generally select what is best for them.

48. The basic function of education is fulfilled only when pupils are led to understand the general significance of the material they have learned.

49. Pupils gain more satisfaction from doing a difficult task well than any other achievement.

50. Children should be given more freedom in the classroom than they usually get.

51. The pupil's impression of the teacher's personality greatly influences what he/she learns.

52. Teachers must set definite items aside to show pupils the relationships between their subject and the overall goal of education.

53. Teachers increase their chances of directing the work into productive channels by having pupils participate in the planning.

54. Teachers must always be prepared to explain to pupils interrelationships among various elements of the overall curriculum.

55. The use of sarcasm by the teacher can accomplish nothing but emotional harm for the pupil.

56. Pupils master the essentials of a subject only when extensive plans are made for accommodating individual differences in pupils.

57. Pupils never really understand a subject until they can relate what they have learned to the broader problems of the world.

58. Good rapport with pupils is maintained by the teacher who always finds time to help individuals with special problems.

59. Nothing stimulates a pupil to apply him/herself more diligently than a warm, personal interest in his/her progress shown by the teacher.

THE PURDUE TEACHER OPINIONNAIRE**: The following thirty-four statements are designed to provide you the opportunity to express your opinions about your work as a teacher and about various school problems in your particular school situation. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

60. The work of individual faculty members is appreciated and commended by our principal.

61. Teachers feel free to criticize administrative policy at faculty meetings called by our principal.

62. Our principal shows favoritism in his/her relations with the teachers in our school.

63. My principal makes a real effort to maintain close contact with the faculty.

64. Our principal's leadership in faculty meetings challenges and stimulates our professional growth.

65. There is a great deal of griping, arguing, taking sides and feuding among our teachers.

66. Generally, teachers in our school do not take advantage of one another.

67. The teachers in our school cooperate with each other to achieve common personal and professional objectives.

68. Experienced faculty members accept new and younger members as colleagues.

69. My principal makes my work easier and more pleasant.

70. My school principal understands and recognizes good teaching procedures.

71. The lines and methods of communication between teachers and the principal in our school are well developed and maintained.

72. My principal shows a real interest in my department.

**The Purdue Teacher Opinionnaire, prepared by Ralph R. Bentley and Averno M. Rempel. Copyright 1967, Purdue Research Foundation. Reprinted by the Learning Institute of North Carolina with the permission of the Purdue Research Foundation.

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73. Our principal promotes a sense of belonging among the teachers in our school.

74. The competency of the teachers in our school compares favorably with that of the teachers in other schools with which I am familiar.

75. Our teaching staff is congenial to work with.

76. My teaching associates are well prepared for their jobs.

77. Our school faculty has a tendency to form into cliques.

78. The teachers in our school work well together.

79. My principal is concerned with the problems of the faculty and handles these problems sympathetically.

80. I do not hesitate to discuss any school problem with my principal.

81. My principal' acts as though he is interested in me and my problems.

82. My school principal supervises rather than "snoopervises" the teachers in our school.

83. Teachers' meetings as now conducted by our principal waste the time and energy of the staff.

84. My principal has a reasonable understanding of the problems connected with my teaching assignment.

85. I feel that my work is judged fairly by my principal.

86. The cooperativeness of teachers in our school helps make my work more enjoyable.

87. The teachers in our school have a desirable influence on the values and attitudes of their students.

88. Other teachers in our school are appreciative of my work.

89. The teachers with whom I work have high professional ethics.

90. The teachers in our school show a great deal of initiative and creativity in their teaching assignments.

91. My principal tries to make me feel comfortable when he visits my classes.

92. My principals makes effective use of the individual teacher's capacity and talent.

93. Teachers feel free to go to the principal about problems of personal and group welfare.

INVENTORY OF TEACHER ATTITUDES TOWARD HANDICAPPED CHILDREN***: The following twenty-five statements are designed to sample teacher opinions about teachers and their relationships with developmentally handicapped children. Since there is no agreement as to what these relationships should be, there are no right or wrong answers. Please give us your individual feelings about the statements.

94. Developmentally handicapped students cannot be trusted as readily as other students.

95. Students who cannot perform academically according to the school and/or classroom standards should be segregated from the normal group and put into special classes.

96. Developmentally handicapped students tend to be less interested in learning than other students.

97. Aggressive students require the teacher's attention more than quiet ones.

98. A teacher seldom finds working with developmentally handicapped students as rewarding as working with other students.

99. Developmentally handicapped students usually need more personal attention and supervision than do other children.

100. Developmentally handicapped students require more patience from the teacher than do other students.

101. Developmentally handicapped students are as able to select their own topics for themes and reports as are other children.

102. Pupils who fail to complete their lessons should be kept from participating in outdoor activities in order to make up the assignment.

103. Teachers are sometimes the cause of the difficult behavioral problems in their classes.

104. Classroom teachers can seldom counteract the effects of a socially deprived home environment.

105. Parents of developmentally handicapped students usually are not interested in their child's school progress as evidenced by their lack of involvement in parent-school organizations and parent-teacher conferences.

106. Developmentally handicapped students usually are not as mature in their social relationships as others in the same class.

107. Teachers usually have a few students who are unable to perform according to his/her expectations.

108. A teacher should not be expected to change his/her general class expectations for developmentally handicapped students.

***Inventory of Teacher Attitudes toward Handicapped Children, prepared by Suzanne Triplett. Copyright pending, The Learning Institute of North Carolina, Durham.

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109. Teachers trained to work especially with developmentally handicapped students are good sources of information for regular classroom teachers who must deal with developmentally handicapped students in their own classrooms.

110. If a child's parents are unable to manage him/her, the child's teacher should not be expected to handle him/her at school.

111. Increased freedom in the classroom only creates confusion for the developmentally handicapped pupil.

112. A teacher should not be expected to become involved with a student's problems that stem from emotional deprivation at home.

113. Developmentally handicapped students have a natural tendency to be unruly.

114. Assigning additional work is occasionally an effective means of punishment.

115. A teacher should not tolerate the use of improper or slang expressions by his/her students.

116. Developmentally handicapped students receiving aid from a special education teacher should be separated from other students for the necessary work.

117. Pupils with speech problems should be encouraged to recite as often as other pupils.

118. Students who cannot perform behaviorally according to the school and/or classroom standards should be segregated from the normal group and put into special classes.

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LINC CLASSROOM OBSERVATION SCALE

Teacher's Name ______________________________

Teacher Code ______________ Grade Level ______________

(If multiage, give grades combined or ages.)

Date of Observation ______________

Check as appropriate: _____1=PRE _____2=POST

District ______________ Center Number ______________

School Name ______________________________

OBSERVER'S COMMENTS:

USE OF MULTI-MEDIA TEACHING

M1 Reference materials are available in classroom for use by both teacher and pupils. (E.g.: encyclopedias, dictionaries, world atlases, supplementary texts, supplementary books, etc.)

A	B	C	D	E
0 types	1 type	2 types	3 types	4 or more types

[Definition: "by both teacher and pupils" -- We realize that this is a value judgment, but make your best judgment. E.g., if the record player is on the top of a cabinet, closed, it could probably be assumed that this was not available for use by first grade students; or, if the encyclopedias are in a cabinet on the top shelf, it would also be questionable whether first graders could get them when needed.]

M2 Maps, charts, globes and other models are available in the classroom for use by both teacher and pupils.

A	B	C	D	E
0 types	1 type	2 types	3 types	4 or more types

[Definition: "models" -- This can be a clock, a skeleton, thermometer, etc.]

M3 Teacher-made materials such as charts, games, and other aids, are available for use by both teacher and pupils. (Note: this does not include student work.)

A	B	C	D	E
0 types	1 type	2 types	3 types	4 or more types

M4 Newspapers, magazines, catalogues, telephone directories, etc., are available in classroom for use by both teacher and pupils.

A	B	C	D	E
0 types	1 type	2 types	3 types	4 or more types

M5 Pupils' work is on display.

A	B	C	D	E
0 displays	1 display	2 displays	3 displays	4 or more displays

M6 Audio-visual materials are available in the classroom for use by both teacher and pupils.

A	B	C	D	E
0 types	1 type	2 types	3 types	4 or more types

[Definition: "audio-visual materials" -- By this we mean physical equipment, such as filmstrips, 16mm film, tape recorder, record player, etc.]

USE OF INTRA-CLASS GROUPING*

I1 The physical arrangement of the room allows for varying kinds of activity.

A	B	C	D	E
1 type	2 types	3 types	4 types	5 or more types

[Definition: "varying kinds of activity" -- individual, partner, small groups (3-4), large groups (more than 4 but less than entire class), entire class; examples would be a rug area for reading groups or relaxed reading, two desks together for partner work, a table or desks pushed together to form a table-like arrangement, chairs in circle or semi-circle, etc.]

I2 Groupings change.

A	C	E
0 change	1 change	2 changes

[Definition: "groupings change" -- By this is meant that the actual construction of the groups changes; e.g., 3 children in one group mix with 6 children in another group forming two new groups, individual work changes to small group and large group work, etc.

I3 Pupils help each other with work.

A	B	C	D	E
0-10% of class	11-20%	21-30%	31-40%	more than 40% of the class

I4 Teacher maintains check on progress of class by moving among groups.

A	B	C	D	E
0-20% groups reached	21-40%	41-60%	61-80%	more than 80% of groups reached

I5 Pupils move freely about the room.

A	B	C	D	E
0-10% of class	11-15%	16-20%	21-25%	more than 25% of the class

---

*A group may consist of as few as one or as many as the whole class.

DIFFERENTIATING ASSIGNMENTS

D1 Pupils have individual assignments.

A	B	C	D	E
0-20% of class	21-40%	41-60%	61-80%	80-100% of class

[Definition: "individual assignments" -- We don't really expect that each individual will have a different assignment, but rather that the assignment will be tailored to the individual; evidence of this would be individual folders, individual cards, contracts, etc.]

D2 Pupils use materials at different levels of difficulty.

A	B	C	D	E
1-2 levels	3-4 levels	5-6 levels	7-8 levels	9 or more levels

[Definition: "levels" -- This does not necessarily imply that students are in 9 or more books, but rather that they are at 9 or more levels within differing books; e.g., one student on page 2 in a given book and another student on page 50 in the same book would count as two levels.]

D3 Pupils receive individual assistance from teacher or aide.

A	B	C	D	E
0-10% of class	11-20%	21-30%	31-40%	more than 40% of the class

D4 Pupils do enrichment (broadening, horizontal) work.

A	B	C	D	E
0-10% of class	11-15%	16-20%	21-25%	more than 25% of the class

[Definition: "enrichment" -- This implies that the students are doing work on their own levels which will broaden their knowledge at these levels rather than extend them into more difficult work; contrast with accelerate.]

D5 Pupil participation is active and purposeful as indicated by pupil involvement in work.

A	B	C	D	E
0-20% of class	21-40%	21-60%	61-80%	81-100% of class

PROMOTION OF INDEPENDENCE FROM DIRECT SUPERVISION IN LEARNING

S1 Groups, independent of direct supervision (IDS), are employed.

A	B	C	D	E
0 groups	1 group	2 groups	3 groups	4 or more groups

[Definition: "IDS" -- This indicates that the teacher is not sitting or standing directly with the pupils and directing their every move; an example of directly supervised activities would be a reading group.]

S2 Pupils not involved in directly supervised activities move freely among groups.

A	B	C	D	E
0-20% IDS pupils	21-40%	41-60%	61-80%	81-100% IDS pupils

S3 Pupils involved in IDS activities work individually and/or independently in groups.

A	B	C	D	E
0-20% IDS pupils	21-40%	41-60%	61-80%	81-100% IDS pupils

[Definition: With this statement we are trying to get at whether the students are actually doing meaningful activities without the teacher or are they 'goofing off."]

S4 When pupils finish one task, they proceed to another task without teacher direction.

A	B	C	D	E
0-20% of those finishing	21-40%	41-60%	61-80%	81-100% of those finishing

S5 Pupils seek aid from more than one source (e.g., other textbooks, dictionaries, encyclopedias, etc.).

A	B	C	D	E
0-10% IDS pupils	11-20%	21-30%	31-40%	41% or more IDS pupils

S6 Teacher is aware of what is going on in IDS groups, as evidenced by observer questions at end of activity (period).

A	B	C	D	E
0-20% IDS groups	21-40%	41-60%	61-80%	81-100% IDS groups

CLIMATE SCALES

Circle one number on each dimension of each scale.

Teacher							
1. Aloof	1	2	3	4	5	6	Responsive
2. Nonunderstanding	1	2	3	4	5	6	Understanding
3. Harsh	1	2	3	4	5	6	Kindly
4. Erratic	1	2	3	4	5	6	Steady
5. Evading	1	2	3	4	5	6	Responsible
6. Disorganized	1	2	3	4	5	6	Systematic
7. Dull	1	2	3	4	5	6	Stimulating
8. Stereotyped	1	2	3	4	5	6	Original

Student							
1. Social Hostility	1	2	3	4	5	6	Positive Social Behavior
2. Negative Task-oriented Behavior	1	2	3	4	5	6	Positive Task-oriented Behavior
3. Uncooperative	1	2	3	4	5	6	Cooperative
4. Unresponsive	1	2	3	4	5	6	Responsive
5. Uninterested	1	2	3	4	5	6	Interested
6. Discontented	1	2	3	4	5	6	Contented

Classroom							
1. Restricted	1	2	3	4	5	6	Open
2. Hostile	1	2	3	4	5	6	Friendly
3. Tense	1	2	3	4	5	6	Relaxed

APPENDIX D

RECOMMENDATION REPORT ON THE RESEARCH DESIGN FOR THE STATE KINDERGARTEN/EARLY CHILDHOOD PROGRAM

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RECOMMENDATIONS REPORT
ON THE
RESEARCH DESIGN
FOR THE
STATE KINDERGARTEN/EARLY CHILDHOOD PROGRAM

FOR SUBMITTAL TO
THE STAFF DEVELOPMENT COORDINATORS AND RELATED OTHERS

* * * *

[THIS REPORT IS NOT INTENDED FOR DISCUSSION OUTSIDE THE ABOVE-NAMED GROUP. WHEN THE REPORT IS APPROVED BY THE GROUP, A FINAL REPORT WILL BE SUBMITTED TO THE STEERING COMMITTEE FOR APPROVAL AND SUBMITTAL TO THE APPROPRIATE PARTIES.]

April 16, 1973

NOT FOR DISTRIBUTION

RECOMMENDATIONS

The present evaluation/assessment component of the North Carolina Kindergarten/Early Childhood Education program, having provided data on academic achievement and the benefits of kindergarten experience, should be expanded to encompass the total Early Childhood program. The Kindergarten/Early Childhood Staff Development Coordinators, members of the Kindergarten/Early Childhood staff from the State Department of Public Instruction, and representatives from the Learning Institute of North Carolina recommend the following for inclusion into the research and development design:

1. *One percent (1%) of the total kindergarten budget should be appropriated for continued research and development.* The Coordinators recognize that the federal guidelines on budget expenditures for program evaluation recommend a minimum of 5% and a maximum of 10%; that industry reportedly spends 10% for research alone; and that during the first four years of the present program the state appropriated 2.0-3.5% for research and development.

2. *The final research and development design is to be approved by the North Carolina Kindergarten/Early Childhood Steering Committee and to be submitted to the North Carolina State Board of Education.* The design is to be "certified" by the Steering Committee as appropriate for the program.

3. *The research and development design is to be so constructed as to solicit bids from several research and development agencies.*

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*According to the Chamber of Commerce's figures on the Research Triangle Park, the money spent for research varies between 8% and 13% of gross company budget, depending on the nature of the company and the need within the organization for a research team.

4. In the State Board of Education's contract agreement with the research and development agency(ies), the Director of Kindergarten/Early Childhood Education under the Superintendent of Public Instruction, will be responsible for the administrative responsibility of the research and development program.

5. The assessment battery* should be continued for a statistically-representative number of randomly selected centers and compared to the state norms for the instruments.

6. The data that has been collected on North Carolina's 5-year olds is to be used to compute norms for the state on all relevant variables for comparisons in the future. The norms could be validated and/or updated every three years.

7. The focus for program research and development should be placed on the child-centered (open) classroom as compared to the subject-centered (traditional) classroom. The philosophies of the North Carolina Kindergarten/Early Childhood program advocate the child-centered concept of education, but a review of the available literature indicates that there is a dearth of research in the field related to the effects of the "open" classroom. The Coordinators suggest that the state early childhood program is a ready-made laboratory for such research and that the research, if undertaken carefully, would comprise a major tool for program improvement as it expands. By 1979, when all 85,000 5-year olds in North Carolina will be enrolled in kindergarten, the early childhood staff should be able to support its philosophies with research based on the state program.

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*The Coordinators do not feel tied to the existing instrumentation in the assessment battery; however, for the present, we are not recommending any changes. It is anticipated that as more appropriate instruments become available, they will be recommended for consideration.

8. The Coordinators foresee that the research design will be changing constantly over the next five years to meet the continuing needs of the program and/or staff as the program evolves. Therefore, since both the program and the research are in a state of flux, the Coordinators recommend that the data collection system be made easier and more efficient. Data information for students, teachers, teacher-aides, principals and school systems is necessary for the continued evaluation. Researchers from the State Department of Public Instruction, the Learning Institute of North Carolina, colleges and universities, and other research facilities need to be consulted as to what data collection requirements exist, and how the collection and storage of necessary data can be accomplished efficiently. (The Coordinators are working under the assumption that all data currently available is or will be appropriately stored so as to be immediately accessible.)

9. The following areas should be given top priority in research activities planned for next year, and the research should reflect the effect of the "degrees of openness" of a classroom on the different areas:

A. Areas of interest
B. Attitude toward school
C. Attitude toward teachers
D. Competition
E. Cooperation
F. Creativity
G. Decision-making ability
H. Independence
I. Problem-solving skills
J. Responsibility
K. Scholastic achievement
L. Self-concept
M. Self-motivation
N. Social interaction with peers.

[It should be noted that some of these areas might be combined in various ways, but not at the risk of exclusion of one or more of the areas.]

10. A study comparing exceptional children in the open environment to those in the self-contained classroom should be made. This would include the fourteen points previously mentioned.

11. An evaluation of children from the upper primary level (3rd grade) is recommended to determine achievement comparisons from the traditional and open classrooms. This study should include children: who have had no kindergarten experience and are in a traditional classroom; who did attend kindergarten and are in a traditional classroom; who have no kindergarten experience and who are in an open classroom; and who have kindergarten experience and are in an open classroom.

12. Adjustments to the traditional environment on the elementary level after involvement in an open primary program should be studied. Subjects both with and without kindergarten experience should be used in this evaluation.

13. The research and development design should reflect the effects of staff development on the program. The attitudinal study of teachers, teacher-aides and principals in the program should be continued. It is felt, however, that the forms currently being employed could be combined to provide a thorough, yet brief, instrument for this use. (This recommendation does not preclude the inclusion of more appropriate instruments as they become available.) Observation appears to be the best method for indicating what is going on in the classroom and its use should be extended in the evaluation. Care must be exercised to ensure that changes in teachers and in their classrooms can be related to changes that occur in the children in those classrooms. The

design must also be flexible enough to accommodate the changes that occur in staff development activities.

14. The attitudes of parents should be studied. An evaluation of their reactions to the various aspects of the program would be entirely appropriate and prerequisite to a complete understanding of the impact of the program.

APPENDIX E

TITLE III MANAGEMENT REVIEWER'S REPORT

Frank Porter Graham Child Development Cente
of the Child Development Research Institute

April 19, 1973

Ms. Annette Green
Consultant, ESEA Title III
State Department of Public Instruction
Raleigh, North Carolina

Dear Annette:

It was good to be with you again at the recent Title III review of the Staff Development Program. The following represent my comments on that Title III review. As was agreed, I will give the majority of my comments on the issue of program evaluation.

The committee was most concerned about the degree to which the evaluation reports available to the public have seemed to be influenced by what political effect the reported results might have. They are particularly concerned that reports presented to and circulated to professionals seem to be different in substance and emphasis than the report delivered to the state legislature. In a total review of the situation it seemed quite clear that the decisions related to presentation of data were made by policy makers rather than the evaluator, but this can call into serious question the credibility of the entire effort. This would be too bad because few projects have spent this much time, energy and genuine effort in the attempt to state clearly and objectively what it is that they were accomplishing. Part of the problem also involves the very limited resources given to the evaluation effort, with a single staff member responsible for one of the key aspects of the program itself, in terms of professional and public justification.

We applaud the attempts to broaden the evaluation plan for next year. Instead of merely settling for changes in teacher attitude, actual changes in teacher behavior will be collected and that would be a much more solid and more impressive result to establish. Also, it would be most useful to focus more attention on the exceptional children in the program by identifying them as such, and breaking out their particular performance and response to the program. This would require a similar subanalysis as has been done by sex, race or social class, and these results on the handicapped have many important policy implications.

the University of North Carolina at Chapel Hill, North Carolina 27514

The committee would recommend the establishment of a separate professional evaluation board to oversee the total evaluation plan of the project. This board would be composed of well known or distinguished people in the field of educational evaluation within and outside the scene of North Carolina and would provide the kind of sophisticated technical expertise that would bring strong credibility to the evaluation effort. This group should probably meet twice a year, once to help with the development of the plan of action in terms of an evaluation program and once later on in the year to review and certify the presentation of the results of the evaluation plan.

In conjunction with the previous recommendations we would recommend that careful attempt be made to separate the formative and summative evaluation efforts related to the project. As long as the evaluation that is desired is formative in nature, that is devoted entirely towards the collection of information that will lead to improvement of the program, then there is a great advantage in having such information collected by the project staff themselves. However, whenever there are summative evaluation data to be collected, where the decision is to be made as to whether the program is worthy or not, then such data collection cannot remain in the hands of the committed project staff without seriously impairing the credibility of the report itself. In other words, a summative evaluation should probably be done by people outside of project itself or, at the very least, should have such obvious and careful controls over potential bias that no reasonable person could raise the issue.

The committee considered these recommendations to be extremely important and worthy of careful consideration by the steering committee. The reports of positive results have been easily and generally accepted without serious question because of the general positive attitude and emotional climate currently surrounding the early childhood program. However such a climate cannot be expected to maintain itself forever and when the weather changes it is extremely important that the evaluation program as it is now presented will not be able to stand up under hostile scrutiny and that serious and sustained effort to improve it is required.

In addition to the above points, I just want to review some of the other major points namely the importance of knowing needed manpower requirements for early childhood for the State of North Carolina, and the development of a technical assistance team instead of a single lonely staff development coordinator together with the organization of a broad talent pool that would be available to respond to a wide variety of technical assistance requests from local school districts. That together with the execution of the special education evaluation program should provide even higher quality to an already impressive program.

Cordially yours,

James J. Gallagher, Director

JJG:mjh

Dictated by Dr. Gallagher but signed in his absence

GASTON COUNTY

MANAGEMENT REVIEW

April 18, 1973

Evaluator 1

Recommendations for Your Consideration

It is recommended that increased attention be given to the documentation of the gains of handicapped children in open education. This type of documentation is necessary if we are to continue to recommend the use of special education resource teachers in open education. This documentation is probably already available in the raw data from the evaluations of the kindergarten program.

Four model programs of resource teachers in open classrooms should be identified -- one in each of the four western regions. These would provide an impetus for the development of additional such programs.

APPENDIX F

ON-SITE VISITATION EVALUATION

OBSERVATION GUIDF
FOR
DISTRICT FIVE EARLY CHILDHOOD(K-3) CENTERS

School ______________________ Date ______________

Classroom(s) ______________________________

Observer(s) ______________________________

____

____

____

____

____

1. Staff Organization

____ a. Self contained (one teacher and/or teacher aid/area

____ b. Teaming (2 or more teachers and/or aides/area)

____ c. Other (explain) ______________________

2. Grouping of Children

____ a. Self contained/age-grade level

____ b. Ability grouping

____ c. Multi-aging (on basis other than ability)

____ d. Other (explain) ______________________

____ e. Developmentally handicapped children were in the regular classroom _______ separated from other children _______

3. Classroom Arrangement

____ a. Chair and desk structures provide major focus for activities

____ b. A variety of interest - learning centers serve as the major focus for learning activities

____ c. How many centers are distinguishable?

____ d. Other arrangement (explain) ______________________

4. Learning Activities

____ a. Children were participating in a variety of activities (different children were doing different things at the same time).

____ b. Adults (parents, teachers, aides, volunteers, etc.) were aware of the children's activities.

____ c. Adults provided assistance to children's center activities.

____ d. Skill groupings are the only or major learning activities.

____ e. Large group and/or total class activities are dominant (all children doing the same thing most of the time).

____ f. Small group activities are dominant.

____ g. Individual learning activities dominant.

____ h. Large, small group and individual activities are present.

____ i. Activities dominated by teacher.

____ j. Are opportunities available for the children to explore, manipulate, create and experiment with materials?
Yes ________ No ________

____ k. Are center activities used as a reward after children finish their "work"?

____ l. List the activities you observed:

________________________ ________________________

________________________ ________________________

________________________ ________________________

____ m. Was the children's work displayed?

____ n. Was their work evidence that the classroom allowed for creativity, individuality, and different developmental levels?

5. Physical Facilities

____ a. Are the facilities adequate and suitable for young children? (Right size furniture, amount of space, kind of furniture, lighting, access to toilet facilities and out of doors.)

____ b. Is optimum use being made of facilities?

____ c. Was the classroom attractive?

6. Classroom/school atmosphere

____ a. Does the classroom seem inviting to the children?

____ b. Do the children seem relaxed and free from strain?

____ c. Do the children appear to feel free to approach the teacher?

____ d. Is the group predominately passive (1) ________ active (2) ________?

7. Summary

Comments (you may include what you would consider to be strengths and/or weaknesses--also, suggestions for improvement. Use the back of the page if necessary).

APPENDIX G

MAINTENANCE BEACON

PROGRESS Depends On All Of Us Working Together
MAINTENANCE BEACON
Official Publication of the North Carolina Public Schools Maintenance Association
Subscription price: $1.00 per year
Volume 8, Number 7

Cleveland Kindergarten — Big Success!

By Tom O'Kelley

How would you like to be a kindergarten teacher with 43 five and six-year-olds in a single room? As all parents know, this is a most active age and the prospects of maintaining any semblance of order with this many confined for four hours a day seems slim indeed. However, it is being done at Polkville Elementary in Cleveland County. Not only is order being maintained, but a wonderful learning environment was evident when this writer visited the kindergarten at Polkville last week.

Before visiting the classroom, I talked with Charlie Beam, Maintenance Supervisor for Cleveland County Schools, and learned a little about the situation at Polkville. I must admit that the thing that impressed me most was the size of the class. Forty-three seemed to be an impossible number. When Charlie and I walked into the classroom, however, I was pleasantly surprised. There was activity galore but supervised activity. There were several small groups ranging from as few as three or four to as many as seven or eight per group. These groups were engaged in activities that varied from painting at an easel to cooking rabbit stew — with just a little help from their teacher (actually, I think it was chicken). The activities were so well organized as to give the impression of a much smaller number than I was expecting. After counting heads I found Charlie's figure of 43 to be accurate.

A situation such as this doesn't just happen; instead, it is made possible by a group of professionals that are well equipped and dedicated to the education of our children.

The first step in providing such an attractive climate for learning, as is evident in the pictures above, is the facility itself. In the case of Polkville, this was accomplished by Charlie Beam's crew.

After receiving guidance from Mrs. Nancy Hefner, Staff Development Coordinator from Gastonia, and Mr. Marvin Johnson, Consulting Architect with the Division of School Planning, Charlie and his crew renovated an old Ag shop that was no longer needed since Polkville is now an elementary school. They were able to do this for the surprisingly low cost of $7500.00 plus labor. This included a full bathroom, carpet and a stove along with all the other furnishing you would expect to find in a kindergarten classroom. The facility is more than adequate and a most attractive and comfortable setting for these children to begin their years of formal learning.

The final ingredient needed for success in such an endeavor is a group of teachers that are enthusiastic in giving of themselves so that the children may receive a firm foundation upon which to build. In this area the children at Polkville are most fortunate. They have two teachers and two teacher's aides that are, I would imagine, second to none. All are dedicated to the task of teaching these youngsters and from my brief observations and my discussions with their associates seem to be genuinely concerned for the welfare of each and everyone of their children.

As everyone knows, kindergartens in the public schools in North Carolina are still in their infancy and viewed by many as in the experimental stages. If this be the case, the experiment at Polkville is a resounding success.

APPENDIX H

KINDERGARTENS GAINING GROUND FOR CHILDREN

uzanne Triplet/Program Consultant/The Learning Institute of North Carolina

Formal evaluation was conducted by the Learning Institute of North Carolina, and consisted of a comparison between two applications of the test instruments below:

1. Draw-A-Man Test: This instrument is employed to assess the child's perceptual/motor intellectual abilities.

2. Test of Basic Experience.: This instrument assesses the child's mastery of certain concepts and skills acquired during the years before formal education begins. It evaluates the student's "conceptual background."

   a. Language: deals with such basic language concepts as vocabulary, sentence structure, verb tense, sound-symbol relationships and letter recognition, and contains items pertaining to listening skills and perception of symbols as the carriers of meaning.

   b. Mathematics: attempts to determine a child's mastery of fundamental mathematical concepts and the terms associated with them, and ability to see relationships between objects and quantitative terms.

3. Stanford Achievement Test: This instrument is designed to measure the development of a child's cognitive abilities. It aids in the assessment of the pupil's background and helps establish the baseline where instructional experiences in school may best begin.

4. Classroom Behavior Inventory: This instrument measures behavior change in the affective domain. It deals with the classroom teacher's observations of individual children. The CBI investigates three non-cognitive areas on a four-point scale from "very frequently" to "very infrequently" on the following factors: a) Extroversion vs. Introversion; b) Positive vs. Negative Social Behavior; and c) Positive vs. Negative Task Orientation.

The pre-test sample for the 1971-72 Annual Evaluation of the North Carolina State-Supported Kindergarten/Early Childhood was composed of the 2,286 five-year-old children who were administered the pre-test battery by their classroom teachers before October 15, 1971. The teachers also administered the post-test battery in May. The post-test sample was applied to 711 children in 16 centers randomly selected from the 54 participating centers. Some 277 six-year-old children, who were enrolled as kindergarteners the preceeding year, were also randomly selected by centers for inclusion in the evaluation.

There is no way to count the number of teachers and students who are influenced indirectly by the kindergarten/early childhood activities. There is evidence that indicates that entire schools, and entire school systems, are affected by our small core of advocates for child-centered instruction.

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Conclusions

1. *Draw-A-Man Test:* It may be concluded, based on the data from the pre- and post-test administrations of the Draw-A-Man Test, that children involved in the North Carolina kindergarten program will gain approximately two months in mental age for every one month of involvement in the program. The available data also indicates that children are making larger yearly gains as the program progresses. There are two factors contributing to this conclusion: (1) greater sophistication in administering the test due to better instruction during the summer institutes from LINC staff; and (2) better overall staff development via the summer institutes and follow-up training sessions.

The following table presents the raw score and mental age data from the administration of the Draw-A-Man Test for the three years (1969-70, 1970-71 and 1971-72) of the North Carolina State-Supported Kindergarten/Early Childhood Program.

YEAR	PRE		POST		GAIN	
	Raw Score	Mental Age	Raw Score	Mental Age	Raw Score	Mental Age
1969-70	8.3*	5yr - 2mo.	11.5	5yr - 11mo.	3.2	9 months
1970-71	7.9	5yr - 1mo.	13.5	6yr - 4mo.	5.6	15 months
1971-72	9.3	5yr - 4mo.	15.7	6yr - 10mo.	6.4	18 months

*Administered in December

2. *Test of Basic Experiences/Language:* Five-year-old children who participated in the North Carolina kindergarten program for the 1971-72 school year progressed from a mean raw score of 16.0 (32nd percentile) on the TOBE language section at the beginning of the year to a mean raw score of 22.0 (74th percentile) on the post-test, for a gain of 42 percentile points.

3. *Test of Basic Experiences/Mathematics:* The participating five-year-olds advanced from a mean raw score of 16.5 (32nd percentile) on the TOBE: Mathematics pre-test to a post-test score of 21.4 (66th percentile), indicating an increase of 34 percentile points.

LANGUAGE

YEAR	PRE		POST		GAIN
	Mean	Percentile Equivalent	Mean	Percentile Equivalent	Percentile Equivalent
1969-70	15.3*	29th	20.7	64th	35 points
1970-71	14.3	23rd	20.5	63rd	40 points
1971-72	16.0	32nd	22.0	74th	42 points

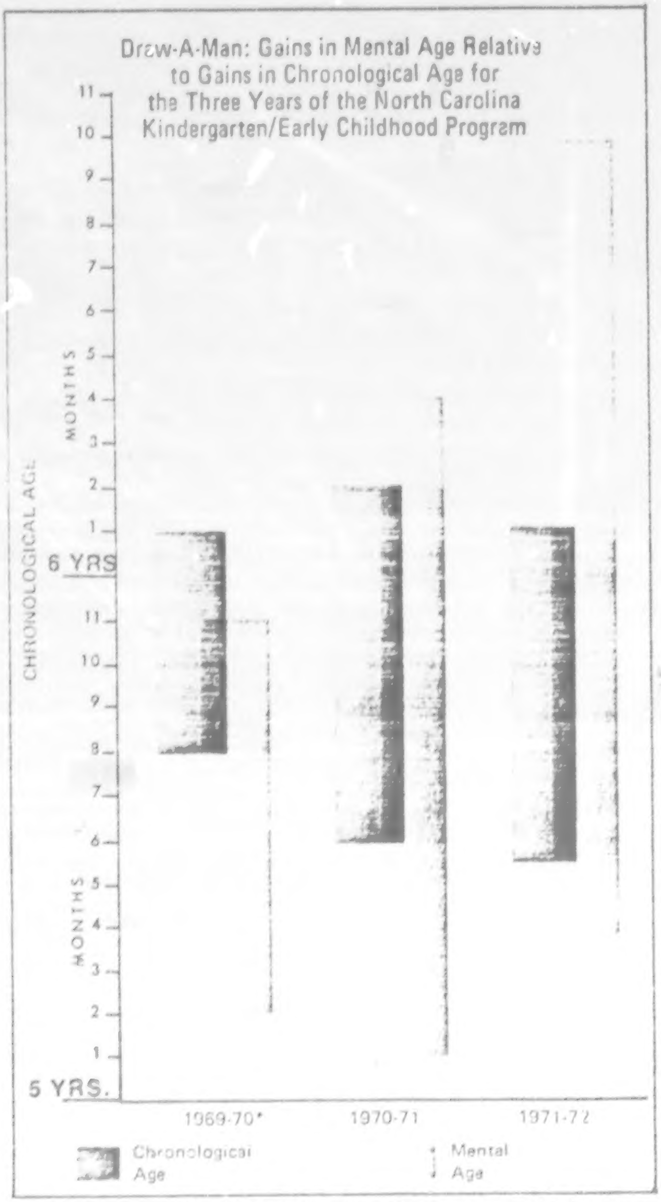
*1969-70 pre-test administered in December

MATHEMATICS

YEAR	PRE		POST		GAIN
	Mean	Percentile Equivalent	Mean	Percentile Equivalent	Percentile Equivalent
1969-70	16.8	33rd	20.4	59th	35 points
1970-71	15.1	24th	20.2	56th	32 points
1971-72	16.5	32nd	21.4	66th	34 points

4. *Stanford Achievement Test:* The six-year-old children who attended a State-supported kindergarten as five-year olds scored on or above the grade level equivalant of the national norm sample on four (paragraph meaning, vocabulary, word study skills and arithmetic) of the six subtests of the Stanford Achievement Test. The six-year-old sample scored only one month below the national norm on the two remaining subtests (word reading and spelling). The six-year-old sample scored two months above the national norm on the vocabulary subtest.

5. *Classroom Behavior Inventory:* There were significant (at the .001 level) positive changes on all three subtests of the CBI for the participating five-year-old students. It may be concluded, therefore, that children who participate in the kindergarten/early childhood program: a) show more extroverted behavior at the end of the year than at the beginning; b) appear to be more considerate and tolerant of others at the time of post-testing than at the time of pre-testing; and c) appear to complete more initiated tasks at the end of the year than at the beginning. The mean raw scores on the CBI for the six-year-old sample indicate that the changes produced by the kindergarten experience were maintained through the first grade.


Draw-A-Man: Gains in Mental Age Relative to Gains in Chronological Age for the Three Years of the North Carolina Kindergarten/Early Childhood Program

*Only 5 months of kindergarten classes this first year

APPENDIX I

STANDARDS, POLICIES AND GUIDELINES.
FOR IMPLEMENTATION OF KINDERGARTEN-EARLY CHILDHOOD EDUCATION IN NORTH CAROLINA

Adopted by the State Board of Education June 1, 1973

In accordance with the provisions of Article 45, Chapter 115 of the General Statutes of North Carolina, and upon the recommendation of the State Superintendent of Public Instruction, the following standards, policies, and guidelines are hereby adopted by the State Board of Education for the implementation of Kindergarten-Early Childhood Education programs.

I. PURPOSES

A. Develop and implement an educational program involving five-year-olds as an integral part of effective educational programs for young children, ages 5-8.

B. Provide effective services in screening, diagnosing, and correcting any deficiencies and handicaps which prohibit normal growth and development.

C. Create an environment in which personalized learning in a continuous progress program is successful for every child.

D. Develop effective training programs for professional and para-professional personnel.

E. Directly involve parents in the development and implementation of such programs.

F. Provide for inter-agency (regional agencies, health, and social services) collaboration and cooperation in serving the needs of young children.

G. Develop appropriate evaluation programs.

H. Disseminate information about the program.

II. ADMINISTRATIVE RELATIONSHIPS, RESPONSIBILITIES, AND PROCEDURES

A. To be eligible for financial support from the State, the program must be administered and supervised by a county or city board of education.

B. "Beginning with the school year 1978-79, in accordance with the provisions of G.S. 115-358, any child who has passed the fifth anniversary of his birth on or before October fifteenth of the year in which he enrolls shall be eligible for enrollment in kindergarten." (Article 45, Chapter 115)

C. For school year 1973-74, each administrative unit will be allocated sufficient resources to operate a minimum of two kindergarten classes composed of 23 children if possible, with a maximum which conforms to the class size legislation (26 maximum). Each subsequent year, beginning with 1974-75, each administrative unit will receive sufficient funds for at least one additional class until its eligible children are enrolled, provided the funds are available.

D. Each administrative unit shall submit a plan for the operation of a Kindergarten-Early Childhood program to the State Superintendent. The plan should include provisions for the following:

(1) Organization of the program, ages 5-8
(2) Process for selecting participants
(3) Locations of centers
(4) Plans for providing staff development
(5) Evaluation procedures

Those administrative units which do not elect to participate in the program should notify the State Superintendent by July 1, 1973, and each subsequent year thereafter and relinquish their funds to be re-allocated.

E. Experimental studies suggest that there should be at least two kindergarten classes within a primary school.

F. The length of day for five-year-olds shall be comparable to the length of day for six-, seven-, and eight-year-olds. Any exception to this should be requested in writing to the State Superintendent for approval by the State Board of Education.

G. The compulsory attendance law does not apply to five-year-olds.

III. SELECTION OF CHILDREN

A. Appropriate criteria and procedures shall be established by local boards of education before the selection of children begins. The following factors should be considered:

1. The local boards of education shall identify all eligible five-year-old children in their school system. This list should include name, birthdate, and other pertinent information related to enrollment into kindergarten.

2. When selecting children, local boards of education should consider the availability and location of facilities, the number of eligible children, the transportation system available, appropriate birthdate groupings, and other pertinent educational data.
3. A total of 20 to 26 five-year-old children should be selected for each class allocated.
4. The selection of children shall be made in a non-discriminatory manner.
5. All eligible five-year-old children shall be included in the selection process rather than only those who make application.
6. Selection shall not be made on a first-come, first-served basis.
7. An attempt shall be made to select each class group heterogeneously.
8. Every means possible should be used to announce that kindergarten will be available in selected schools.
9. The selection of children must be in accordance with the Civil Rights Act and ESEA Title I Regulations and Program Directives.
10. Exceptional children should be included in the selection process.

IV. STAFFING

A. A teacher and a teacher assistant (aide) shall be employed full-time for each class

B. Kindergarten teachers shall be employed under the same terms and conditions as other full-time State-allotted teachers.

C. Each teacher employed in the kindergarten program should hold as a minimum a primary certificate or an early childhood certificate. If they do not hold an early childhood certificate, they should be working toward same at the rate of six or more semester hours per year.

D. One teacher assistant (aide) to work with each kindergarten teacher shall meet local board standards and be compensated according to local board policy and within available funds.

E. Teachers and aides shall be expected to attend appropriate institutes and other training programs which are offered for their improvement.

F. Employment of teachers and teacher aides shall be in accordance with the Civil Rights Act.

V. SCHOOL FACILITIES

A. The kindergarten program should be housed as part of a primary or elementary school.

B. Each administrative unit should provide toilets and storage space that are easily accessible. Classrooms with 1200 to 1500 square feet, their own restroom facilities and work counters with wash basins are recommended in accordance with guidelines of the Division of School Planning.

C. The Division of School Planning should be involved in major renovations of kindergarten rooms.

D. Adequate and well-equipped outdoor areas should be provided.

VI. RESEARCH, EVALUATION AND STAFF DEVELOPMENT

Continuing research, evaluation, and staff development are integral parts of the Kindergarten-Early Childhood Program.

A. The State Agency will establish an ad hoc advisory committee to assist in determinin the types of research and evaluation that should become a part of the K-ECE Program.

B. The State Agency shall coordinate, in cooperation with local administrative units, appropriate research and development aspects to continue the improvement of programs

C. Other research efforts should be coordinated by the State Department of Public Instruction. (This includes universities, foundations, non-profit organizations, and individuals.)

D. Local unit administrators should make provision for staff members to participate in K-ECE staff development activities conducted under the direction of the State Department of Public Instruction and/or local staff development programs. The Division of Early Childhood Education, State Department of Public Instruction, will cooperate with administrative units in organizing and conducting workshops for administrators, teachers, and aides. Announcements of such staff development plans will be made by June 1, 1973, and each subsequent year thereafter.

E. All research and evaluation conducted by the State Department of Public Instructio will be coordinated by the Division of Research in cooperation with the Division of Early Childhood Education.

VII. SUPPORT SERVICES

Comprehensive support services requiring the participation of available health, social services, and psychological service agencies should be a part of every kindergarten program.

A. A system of permanent records shall be established initially for every child, and such records shall become a part of the school records system.

B. During the first year of entry into the public schools, health and psychological screening shall be utilized (school health services, school psychological services, school social services) to insure proper individualized program development.

C. Should difficulties interfering with sound educational/social development of any child be encountered, proper referral (cooperative interagency programs and school based services) for action should be carried out immediately.

D. All support services within the school (cafeteria, library, etc.)should be made available to participants on the same basis as for all other students.

VIII. ADMINISTRATIVE AND CONSULTANT SERVICES

The implementation of these guidelines is under the direction of the State Board of Education through the Department of Public Instruction and its Division of Kindergarte Early Childhood Education.

IX. TITLE I, ESEA

A. Administrative units which establish one or more kindergarten classes with Title I funds and one or more kindergarten classes with State and/or local funds must comply with Federal regulations and program directives relative to supplanting and comparability. In such instances, State-funded kindergarten programs must, as a minimum, serve proportionate numbers of students living in project areas and non-project areas.

The percent of five-year-old children, residing in the Title I project areas, to be served by the State kindergarten program shall be at least equal to the percent that these children represent of the total five-year-old population in the local administrative unit.

After such provisions are made, Title I funds can be utilized to provide Title I kindergarten programs.

B. School administrative units which do not elect to participate in the State-funded kindergarten program may not fund kindergarten programs from Title I sources.

X. FISCAL AFFAIRS

A. A sum total of $12,293,784 will be allocated to the 152 administrative units for the purpose of operating and administering kindergartens. This allocation will be based on the Average Daily Membership for the best continuous three out of the first four school months of pupils in the first grade for fiscal year 1972-73.

B. Within the ADM allocation, provisions shall be made to provide funds for a minimum of two kindergarten classes in each administrative unit. Based on the ADM allocation and the proviso of a minimum of two classes in each administrative unit, a detail of the approved allocation to each unit is attached. The funds required for two classes are allotted on a standard budget of $17,942.30 per class in accordance with the Standard Budget attached and made a part of this document by reference thereto.

C. A county and city board of education, subject to the approval of the State Board of Education, may elect not to establish and maintain a kindergarten program. In this situation, within the discretion of the State Board of Education, the funds may be allocated to a county or city board of education which will operate a kindergarten.

D. Funds allocated to the administrative units which remain after meeting requirements of Sections II-C and X-B, may be supplemented by local funds and/or other non-State funds in order to provide one additional standard class.

E. If local or other funds are not available for supplementing State funds in order to establish an additional standard class, the local unit shall advise the Controller, State Board of Education, of the amount of State funds unused under the adopted standards contained herein in order that the allocation of these funds can be withdrawn by the amount remaining. The funds returned from the various units will be available to the State Board of Education for re-allocation, in its discretion, for the operation of additional kindergarten classes on the basis of criteria to be developed and recommended by the State Superintendent and approved by the Board.

F. A separate allocation, over and above the ADM allocation, will be made at the rate of $156 per annum for Hospitalization Insurance and $36 per annum for Disability Insurance for each eligible full-time teacher and aide.

G. A separate allocation, over and above the ADM allocation, will be made at the rate of $250 per annum for each kindergarten teacher who has either an A-13 or a G-14 Certificate Rating.

H. Each unit will submit two copies of a proposed budget to the Department of Public Instruction, Division of Kindergarten-Early Childhood Education for approval. The budget should include the total proposed expenditures for the total number of classes and students to be served in accordance with the standards provided in Sections II-C and X-B. Upon approval by the Department of Public Instruction, one copy of the approved budget shall be transmitted to the State Board of Education, Division of Auditing and Accounting.

I. Transfer of funds within the standard budget may be allowed upon request by the units and approval by the State Department of Public Instruction, Division of Kindergarten-Early Childhood Education, except for funds allotted for Hospitalization and Disability Insurance. A copy of approved budget revisions shall be transmitted to the State Board of Education, Division of Auditing and Accounting.

J. The State Department of Public Instruction shall have responsibility for performing an evaluation and assessment of the Kindergarten Program. In order to provide funds for financing this service at the State level, the State Superintendent shall secure approval of the State Board of Education of the amount. The Controller will advise each administrative unit of its pro-rata share of cost. Each administrative unit will draw a voucher for the invoiced amount, payable to the State Board of Education, and transmit this voucher to the Controller for deposit to the credit of the State Treasurer.

K. The State Department of Public Instruction shall have responsibility for performing an orientation and in-service training program. In order to provide funds for financing this service at the State level, the State Superintendent shall secure approval of the State Board of Education of the amount. The Controller will advise each administrative unit of its pro-rata share of cost. Each administrative unit will draw a voucher for the invoiced amount, payable to the State Board of Education, and transmit this voucher to the Controller for deposit to the credit of the State Treasurer.

L. State-level budgets for the use of funds referred to in Sections J and K above, both as to requirements and estimated receipts, shall be approved by the Board, subject to the approval of the Budget Division of the Department of Administration.

KINDERGARTEN PROGRAM

1973-74

PROPOSED BUDGET FOR ONE CLASS OF 23 KINDERGARTEN CHILDREN

Standard Budget for One Class

672.01	Salaries and Wages	$ 12,875.00
	a) Kindergarten teachers (1 @ $9,515)	
	b) Non-Professional (1 @ $3,360)	
672.02	Matching Retirement	1,152.00
672.03	Matching Social Security	753.00
672.04	Employer's Hospitalization cost $156 per full-time employee (allocated separately at a later date)	
672.05	Employer's Wage Continuation cost @ $36.00 (to be allocated separately at a later date)	
672.06	Instructional Materials (books, paper, toys, classroom supplies, manipulative materials and equipment)	1,120.00
672.07	Travel	352.30
672.08	Orientation and In-service Training and Consultant Services (Workshops for kindergarten teachers continuing in-service training for K-3 teachers, subsistence and parental conferences.)	755.00
672.09	Evaluation and Assessment	107.00
672.10	Transportation ($36.00 per pupil)	828.00
	Total	$ 17,942.30

NORTH CAROLINA SCHOOL SYSTEMS PLAN FOR OPERATION OF KINDERGARTEN DURING 1973-74

(Reference - Article 45 - Ch. 115)

Please file your plan below and submit to the Department of Public Instruction, Division of Kindergarten-Early Childhood Education, prior to July 1, 1973.

1. Do you have space to operate kindergarten during 1973-74? Yes____ No____

   (If no, your funds will be allocated to another school system which has space.)

2. Please list the school(s) in which you plan to locate State-supported kindergarten classes. (or attach)

Name of School	No. of Classes

3. Do you plan to implement kindergarten as an integral part of your primary program?

   Yes ____ No ____

   If no, please explain: ____

   ____

   If yes, please check methods below which are applicable to your plan:

   (1) Housed as part of a primary school _____ (3) Other ____________

   (2) Multi-age grouping ____________

4. Does the length of day for five-year-olds compare to the length of day for six-, seven-, and eight-year-olds? Yes ____ No ____ If no, your request for deviation should be submitted in accordance with No. II (F), page 2.

   ____

   ____

5. Please enclose a copy of your plan for the selection of children.

6. Will you send a team from each school housing a State kindergarten to a State-sponsored Early Childhood Institute? (A team consists of kindergarten personnel,

primary teachers, special education representative, principal, and supervisor.)

Yes ____ No ____ If no, please attach your plan for staff development.

7. If additional funds become available beyond the initial allotment, how many additional spaces will you have available for kindergarten use during the 1973-74 school year? ________

____
Superintendent

____
Administrative Unit